Vol.2 No.3 2021
https://doi.org/10.37420/j.cer.2021.023
Communication & Education Review

Research on the Application of Drama Teaching Method in Wushu Teaching in Chinese Universities

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Abstract: *Drama teaching in martial arts teaching is a kind of teaching form that integrates martial arts routines with movies, TV dramas and other fragments and finally shows them in a dramatic form. It is student-led, and teachers assist and guide students to complete the entire course. Compared with the traditional martial arts classroom, the martial arts classroom under the drama teaching mode adds more interest. In the process of classroom teaching, the integration of drama teaching allows students to have a better understanding of the traditional culture of Chinese martial arts while mastering the technical movements. They better feel the charm of traditional martial arts.This article adopts literature research method and drama teaching method to introduce the teaching objectives, teaching methods, application concepts and practical operations of drama teaching in college martial arts classrooms. It is considered that the introduction of drama teaching into martial arts classroom teaching is an innovative and bold attempt.*

Keywords: *Chinese universities; Martial arts teaching; Drama teaching*

Introduction

The Historical Background of Traditional Martial Arts

As a treasure in the traditional culture of the Chinese nation, Chinese martial arts has experienced thousands of years of development and has been passed down to this day. With the development of time, martial arts has gradually become a means of strengthening the body. In order to promote the development of Chinese traditional martial arts culture, the State Sports General Administration promulgated the "Chinese Martial Arts Rank System" in 1988 (Wang, 2015). In 2009, according to the difficulty of different movements, the State Sports General Administration compiled and published the "Chinese Martial Arts Rank System" for martial arts enthusiasts and teachers and students of all levels and types of schools to learn from simple to difficult. In order to better inherit and carry forward the spirit of traditional martial arts, various universities have opened martial arts-related courses. Today in the 21st century, students are active in thinking and curious about new things. If the drama teaching method is integrated with the martial arts curriculum, in the classroom of educational drama, the relevant knowledge of martial arts traditional culture is used as the drama background, it will arouse students' interest and produce unexpected results and more importantly, quickly promote traditional martial arts culture. Therefore, based on this, this article analyzes the current status of traditional martial arts teaching for college students, and integrates traditional Chinese culture into drama teaching, hoping to enhance the interest of college students and better promote the development of

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traditional Chinese martial arts culture.

Drama Teaching Method Boosts the Dissemination of Traditional Culture of Wushu Teaching in Colleges and Universities

The teaching of martial arts class is mainly composed of two parts: theory class and practical class. In recent years, traditional martial arts classrooms have hardly innovated in terms of teaching content. Colleges and universities do not pay much attention to theory classes, and the number of theoretical classes is relatively small (8-16 weeks of martial arts classes only arrange 1-2 theoretical classes), the teaching content is boring and not innovative, the practice class still teaches basic routines such as five-step boxing, twenty-four simplified shadowboxing, elementary Changquan, and Primary stick fencing (Li, 2013). The teaching content is relatively old and single. In terms of teaching methods, the method of "explanation–demonstration–practice–correction–repractice" is still adopted. Teachers teach the routines to teach students to pass the assessment, and there is less communication and interaction between teachers and students. This kind of duck-filling and instilling teaching has no longer aroused the interest of students. In the teaching, the actions learned are not divided and explained, which gives students the mentality that martial arts routines are doing radio gymnastics. And martial arts practice is a gradual and boring process. The unevenness of the students' quality levels and the differences in the physical fitness of male and female students will cause students to find that movement techniques are not easy to master. The training intensity assigned by the teacher is too high, causing fatigue. When learning routines, they will feel that the routines are not gorgeous enough and practical, which leads to anxiety and negative escaping psychology (Liu, 2012). At the same time, teachers pay too much attention to the teaching of students' skills and neglect the training of students' traditional culture. Students have little understanding of martial arts, and it is difficult to understand the subtlety and broadness of the Chinese nation's traditions. It can be seen that the martial arts classroom under the traditional teaching model is relatively boring, which is not conducive to the learning of students' skills and traditional culture. It can be seen that the martial arts classroom under the traditional teaching mode is relatively boring, which is not conducive to the learning of students' skills and traditional culture.Incorporate educational drama into teaching, and integrate traditional Chinese martial arts culture into drama performance. Let students understand Chinese traditional martial arts culture while learning skills.Be able to truly integrate traditional culture with martial arts in future life, so that students can truly understand the role of drama teaching in promoting traditional martial arts culture and traditions.

Research Methods

Literature Research Method

According to the needs of the research content of this article, in order to conduct more comprehensive and in-depth research, the library of Shenyang Institute of Physical Education and CNKI will search for "the status of martial arts teaching in colleges and universities", "drama teaching", etc., and consult related journals, masters and doctors. Theses, monographs, etc., in order to understand the current situation of martial arts teaching in my country's colleges and universities and the application of drama teaching methods in Chinese classrooms, have laid a theoretical foundation for the research of this article.

Drama Teaching Method

Drama teaching is also called educational drama, refers to the use of drama in classroom teaching and learning other subject knowledge in the form of drama, that is, the integration of drama elements in classroom teaching, and the use of drama to develop educational models. The focus of drama teaching is on teaching, not in drama. Drama pedagogy originated in European countries. In the 18th century, French educator Rousseau put forward the concept of "learning in the practice of drama". The educational drama law was first proposed in the 1960s by Hiscot (Li, 2016), a British educational dramatist. She advocated "bringing happiness and challenges to learning" and created a complete set of drama practice. The system is taught to teachers everywhere. In our country, since the 20th century, some teachers and scholars have taken great interest in integrating drama into education. In the subsequent related development plans, the Chinese government proposed to develop characteristic courses, the development of characteristic courses was promoted, and the pilot reform of quality education was promoted, which further promoted domestic attention and research on drama teaching. Nowadays, although China has not formally put forward the concept of drama teaching, it has carried out teaching in Chinese, English and other subjects and achieved good results. At present, the application of drama teaching in martial arts is rare. However, martial arts and drama are complementary.The history of martial arts and drama can be traced back to the Han Dynasty. In the Han Dynasty, when drama first developed, martial arts was an important part of drama.With the continuous changes and development of society, drama has become more diversified, and finally gradually separated from martial arts.

Results and Analysis

The Application Concept of Drama Teaching Method in College Martial Arts Teaching

1. Stimulate Students' Interest in Learning

Einstein once said: "Interest is the best teacher." Teachers should first guide students to become interested in courses, so as to raise students' expectations for martial arts classes, gradually stimulate students' enthusiasm, and make students like PE classes. For example, selecting classic film and television works, novels and other fragments in the teaching content, allowing students to introduce the role, students experience the essence of martial arts in dramatic scenes, feel the exciting scenes in movies and novels, and fully stimulate students' curiosity for learning. Therefore, when applying the concept of educational drama to teaching, we should pay full attention to the cultivation of students' interest in learning.

2. Transformation of Teaching Objectives

The teaching goal of school physical education is mainly from the perspective of biological functions. The school pays too much attention to the cultivation of students' physical fitness, and regards the enhancement of students' physical fitness and the improvement of skills as the focus of teaching, which makes classroom teaching more competitive. Students learn for the sake of learning and do not understand the background application of the knowledge they have learned. Therefore, we must make full use of other functions of physical education to integrate the traditional culture of martial arts with classroom teaching. Using the

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concept of educational drama, let students gradually understand the traditional culture of Chinese martial arts in dramatic classroom teaching. Bring the martial arts project and life closer, let students like and enjoy the happiness brought by martial arts in the learning process, so as to better inherit and carry forward the traditional martial arts culture, so that students can get comprehensive development.

3. Changes in Teaching Methods

Martial arts classroom teachers in colleges and universities mostly adopt indoctrinating teaching methods. Classroom teaching is completely teacher-centered, and students passively accept learning. For students with no basic knowledge, it is more difficult, difficult to remember movements, and difficult to practice. Therefore, In classroom teaching, through situational performance, role-playing and other methods, let students participate and guide them to gradually enter the state. Teaching is student-centered, and teachers assist students to complete classroom teaching. Students can overcome the tension and anxiety caused by the difficulty of martial arts movements and exercise intensity in a relaxed and happy teaching atmosphere. Educational drama will make students become interested in martial arts classes and fall in love with martial arts classes, thereby increasing the motivation for learning

4. Inheritance and Development of Traditional Culture

Chinese martial arts has been passed down to the present by the Chinese nation after hundreds of years of baptism. Its long history and culture are worth learning and carrying forward for future generations. Teachers should fully demonstrate the traditional culture of martial arts to students in the teaching of martial arts classes, broaden students' horizons, and stimulate students' curiosity about traditional culture. Therefore, creating a historical background related to traditional martial arts culture in drama teaching allows students to deepen their understanding of traditional culture while learning skills, allowing students to feel the charm of traditional Chinese martial arts culture, attracted and wanted by it. Actively understanding the traditional culture of martial arts can better inherit and carry forward the traditional Chinese martial arts culture.

The Application and Practice of Drama Teaching Method in College Martial Arts Teaching

1. Design Ideas on the Application of Drama Teaching Method in College Wushu Teaching

"Short Club: Chinese Wushu Duan System Series Tutorials" is the "Chinese Martial Arts Rank System" Short Club Duan Technical Course. It is a professional teaching material for martial arts in various colleges and universities. The Chinese martial arts danwei system is divided into nine stages, one to three is the primary stage, and the three-stage short stick is a basic routine (Zhang, 2010). Therefore, the three-stage short stick is suitable for classroom teaching for college students.

Generally speaking, traditional martial arts teaching includes five parts: pre-class preparation, beginning, preparation, basic and ending parts. According to the structural characteristics of drama literature, Wushu drama teaching divides classroom teaching into four parts: occurrence, development, climax, and ending (Zhang, 2010). The happening part is that the teacher draws out the content to be learned in this course by creating plots related to the script, so as to lead the students to warm up and let the students gradually enter

the state. Do some supplementary exercises to guide and help students have a better understanding of the classroom content. The development part is the main part of the course, it is the beginning of drama, and students begin to really perform drama performances. The climax part is the most exciting part of the whole play, which is the vivid embodiment of motor skills in the dramatic teaching situation (Zhang, 2010). Students use the movement skills they have learned to interpret drama plots. The occurrence and development part of classroom teaching is to pave the way for the climax part. The climax part is also where the contradictions and conflicts in the play lie. This part allows students to turn routine actions into martial arts actions, so that students can fully understand how the various movements in the routine are applied in practice in the drama fight. The rhythm of the final part of the drama gradually slowed down, gradually came to an end, and finally ended in a soothing and pleasant atmosphere.

2. The Practical Operation of Drama Teaching Method Applied in College Wushu Teaching

In universities, most students' understanding of martial arts only remains in martial arts movies, martial arts novels and other fantasy scenes. In reality, they have never been exposed to martial arts related content, and they have very little knowledge of cudgel skills. Before the course starts, it is very important for students to have a certain understanding of the basic knowledge of stick skills. Teachers can allow students to preview textbooks, watch video teaching in advance, and form communication groups to facilitate communication and interaction between teachers and students. This course uses the movie "Seven Little Arhats" as the background of the script. Teachers can allow students to watch it by themselves after class, and understand the plot in advance, so as to prepare for saving classroom teaching time.

In the preparatory stage of drama teaching, students need to be grouped. The drama is divided into three acts and requires seven apprentices, one master, and four tomb robbers to perform in total. Generally speaking, an ordinary teaching class has 20-30 people. Teachers can adjust the number of each role according to the number of teachers, so that every student can participate in it. Students can combine freely or randomly according to the student number, lottery, etc. When choosing a role, one should pay attention to the personality characteristics and differences between students, and choose the best matching method to achieve a better performance effect. Master played the role of leading the disciples to practice the exercises in the play, so students with good skills were chosen to be the role of the master, and the real guidance of the disciples in the play was to practice the exercises. Tomb Raider in the play is an image of a bad guy who wants to get temple treasures and take the initiative to attack the temple. Choosing outgoing, lively and expressive students can not only enliven the atmosphere but also slowly bring other students into the script. Apprentices have more plots in practice, and relatively few language and body expressions. You can choose some introverted and shy students, gradually increase body and language expression and gradually enter the state. In the process of pre-class preparation, the teacher plays the role of guiding from the side. The student is the center, the teacher and the student communicate together, and the teacher provides suggestions and assistance to help the students better complete the script. Classroom performance is the highlight of drama teaching.

In the occurrence part, the teacher will first lead everyone to warm-up exercises of the basic martial arts through a piece of "Young Hero", and then the main movements in the routine will be explained and guided in detail. Finally, let the students have a group discussion and rehearse, and the teacher will answer questions

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about the students' questions. After finishing the rehearsal, students enter the development climax final part of the entire course. In this part, the teacher plays the role of the audience, Appreciate and judge roles with non-participating students. Teachers can also assist in small roles in drama when students need it. In this course, the teacher selected the main plot in "Seven Little Arhats" as the drama background and compiled it into the drama teaching situation.

Location: Deep Mountain Temple
Character: a master and seven disciples
Act 1: In a deep mountain temple, a master of martial arts is reclusive. He takes seven naughty apprentices to practice in the deep mountains. The disciples are eccentric and unwilling to practice, and fight with the master all day long. One day, Master was entrusted to go down the mountain to treat the sick, leaving seven apprentices to guard the temple.
Act 2: Rumor has it that there are treasures in the temple, which attracted four tomb robbers who wanted to attack the temple. Seven young monks used their lifelong learning to trap the four tomb robbers in the temple. Just when they thought they were done, the tomb robbers Taking advantage of the precautions, one of the young monks was held hostage. The six young monks were forced to retreat gradually. The treasures were also taken away. The young monks began to regret not practicing well.
Act 3: At a critical moment, the master returns. With the guidance of the master, the young monks and master work together to defeat the tomb robbers and regain the temples and treasures.
Task:
(1) People in the group work together to improve, design, and enrich the plot content. You don’t need to be too obsessed with the rules in the formation and fighting plot. You can create and add some actions by yourself, play freely, and design wonderfully.
(2) In the process of teaching apprentices, Master should add some related content about martial arts and traditional Chinese culture, such as "The heart is the king, the courage is the handsome, the hands and feet are the soldiers, the ears and eyes are the banners, and the spirit is the first! The heart is like water and clear spring, the five elements are in harmony, and all methods return to nature!" (Wu, 2010). Teachers can send students some relevant materials for students' reference.
(3) After the performance is over, summarize the deficiencies in all aspects of your technical practice, such as the lack of a strong repertoire, which movements can be more standardized, and the inability to meet the skills of the exercises, and conduct intensive practice.
Precautions:
(1)Be careful not to hurt your classmates during the duel exercises.
(2) Students do not need to memorize rote during the performance, and do not need to follow the written script and lines completely in the practice. They can improvise appropriately, or re-adapt the work, and perform the performance next time in class.

In this part, the teacher should let the students watching as the audience watch carefully and give scores and comments to the students who are performing, in terms of technical level, performance ability, and the degree of tacit understanding between students. Since the martial arts class is a technical class, the technical level should account for a larger proportion of the grading. When watching, students can choose their own basic skills to practice and watch. After all the students have finished their performance, select the best group to commend them. In this way, every student can participate in it, stimulate the enthusiasm of the students, and

gradually let the students like and enjoy the process.

Conclusions and Recommendations

Drama teaching plays a vital role in the cultivation of students' comprehensive abilities in martial arts teaching. It popularizes boring and competitive courses so that all students can participate in it. Through drama teaching, students realize that only unity, cooperation and tacit cooperation can get better performance results. The continuous exchange and discussion among students can not only enhance the relationship between each other, but also in the process of exchange and discussion will be accompanied by many novel ideas. In a relaxed and active atmosphere, students can fully stimulate their creativity and imagination. Even if the situation given by the teacher is the same, the different ways of thinking among the students and the scripts written out are also different. Dramatic teaching can effectively shorten the technical gap between students, and students with better skills can guide students with poor skills to achieve common progress. The dramatic teaching method makes students fall in love with the martial arts program gradually. After the course is over, they will practice independently, forming the concept of lifelong sports, which has played an important role in promoting the development of martial arts teaching in colleges and universities in my country.

The design of drama teaching should be purposeful, competitive and scientific. In the process of drama teaching, we should pay attention to teaching students in accordance with their aptitude. Strengthen teachers' teaching ability and self-quality level to better guide students into the context of drama teaching. Teachers should focus on stimulating students' interest in learning in the classroom, and always pay attention to each learning state of students. After the drama teaching course is over, it is necessary to promptly conduct an interactive summary with the students, discuss and make joint revisions to the areas that have not been done well.

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