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Analysis of martial arts education thought under the guidance of core competence

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Abstract

Through the methods of literature investigation and expert interview, this paper analyzes the martial arts education under the guidance of core competence. Core competence is the essential quality and key competence in all stages of school age. Martial arts education is discussed from perspectives of school martial arts education and socialized martial arts education. In order to cultivate patriotism and the enterprising spirit, it is necessary to integrate those competence into martial arts education curriculum to cater to the development of future society.

Keywords: Core competence, martial arts education, moral cultivation

1. Introduction

In 2012, the 18th National Congress of the Communist Party of China (CPC) proposed that moral education be taken as the main task of education. Top officials of the country were considering “what virtues and talents to cultivate”, or simply speaking, “what kind of people should education cultivate”. Commissioned by the Second Division of Basic Education of the Ministry of Education, Professor Lin Chongde of Beijing Normal University led the organization of a research project “Overall Framework Study of Students’ Core Competence in Basic Education and Higher Education in China”, which was officially released in October 2016, indicating that curriculum and teaching reform would enter a new era.

Core competence is the essential quality and key competence that students gradually form in the course of receiving the education of the corresponding stage to meet the needs of personal lifelong development and social development ^[1]. The curriculum standard carries the vision of national curriculum reform and development. As an important component of Chinese students’ development of core competence, the Physical Education core competence ^[2] should be fully implemented in the martial arts education curriculum, which is the necessary path to realize students’ lifelong development and adaptation to social development. The four regressions proposed by Minister Chen Baosheng are also good promotion policies for undergraduate education.

2. Development of the core competence framework system

In March 2014, the Ministry of Education issued the “Opinions on Comprehensively Deepening the Curriculum Reform and Implementing the Fundamental Task of Cultivating Talents through Morality”. Regulation (1) on “Focusing on Promoting the Reform of Key Areas and Main Links” studied and formulated the core competence system and academic quality standards for students’ development, which is the first time that the term “core competence” had been explicitly used in important curriculum reform documents issued by the national government, which reflects the educational reform ideas of “putting people first” and “putting students’ core competence development first”. Martial arts education is an important means of martial arts culture preservation, transmission, improvement and innovation. It is not only the teaching of Martial arts skills, but also the inheritance of Chinese traditional culture, which plays an important role in the lifelong development of students.

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2.1 Development of the core competence framework system of international organizations: In an era of advanced science and technology, competition in the overall national strength of various countries has become more intense. From economic, technological and capital competitions to talent-centered competition, the essence of competition is talents. In the 21st century, what kind of talents can be cultivated and successfully integrated into the future society? The education reforms of various countries are committed to the core issue of improving citizens' competence, and intensifying research on the standards of talent cultivation.

The Organization for Economic Co-operation and Development (OECD) has 35 member states and its headquarters are located in Paris. In order to meet the needs of member states for information on education quality and output, the project of "National Education System Development Indicators" was launched in 1987, which was divided into five groups. Each group is responsible for a specific field of education, forming its own research report to provide reliable education information for the society ^[1]. In the 1990s, we put forward the interdisciplinary competence project, international adult competence survey project, international life skills project, etc., and finally completed the "competence definition and selection" project, forming a framework system of core competence. The three first-level indicators can use tools interactively, act autonomously, and interact in heterogeneous social groups. Each level of the indicator contains three second-level indicators, which are related to each other and play different roles.

In the field of education, EU Member States also realize that there are still problems in competing with the United States, such as insufficient human resources, low proportion of higher education, and insufficient attraction for top talents. It is necessary to build a set of core competence systems as the common education goal of EU Member States ^[2]. In 2010, the European Union released "Diversity System and Common Vision: Education and Training in Europe in 2010", pointing out that "Core Competence" plans education from a more comprehensive and macro perspective, so as to promote a comprehensive and better life and further enhance the overall competitiveness of the EU in the world. The core competence is the ability (knowledge, skill and attitude) needed for a person to realize himself, integrate into the society and find a job in a knowledge-based society. Eight first-level core competence indicators are proposed, which are overlapping with each other.

In response to the coming of the era of globalization and the challenge of international competitiveness, the United States launched the 21st century core competence research project in 2002, which aims to cultivate students with knowledge and skills to meet the challenges of the times and the latest needs of the American workplace for talents. Five workplace competences such as resource management competence, interpersonal competence, information competence, systematic competence, technical competence, and a basic competence index system of students which includes basic skills, thinking competence and personal characteristics have promoted a new round of education reform in the United States.

2.2 Progress of Core Competence in China

The government has clearly defined that the goal of education is to cultivate socialist builders and successors with all-round development of morality, intelligence, sports and aesthetics, which is of overall guiding significance for talent cultivation and is in line with the development of students' physical, mental and social adaptability. At the 2015 National Conference on Education Work, Minister Yuan Guiren of the Ministry of Education pointed out that "to accelerate the development and release of the core competence system of Chinese students' development", "the core competence system of Chinese students' development" should have nine major accomplishments, such as social responsibility, national identity, international understanding, cultural heritage, scientific spirit, aesthetic taste, physical and mental health, learning to learn, and practical innovation^[3]. "Accomplishment" is mainly acquired by learning, not by nature. Knowledge, ability and attitude are gradually formed in life education. Early in the Biography of Li Xun of the History of the Han Dynasty, a doctrine was put forward that "a horse can't stand on its feet, it can't follow the road; a scholar can't attach importance to his country if he doesn't have the quality", which shows the importance of attaching importance to quality cultivation along with his lifelong growth.

Professor Lin Chongde, a domestic scholar, pointed out that "core competence is the essential quality and key ability that students gradually form to adapt to the needs of personal lifelong development and social development in the process of receiving the education of the corresponding school segment, which is helpful to answer the important question of whom and how to cultivate in education, and construct the total core competence system of Chinese students with three major fields and six indicators framework^[4]. The three major areas are cultural foundation, independent development and social participation. The six indicators are cultural heritage, scientific spirit, learning, healthy life, responsibility and practical innovation. Their contents are constantly enriched and optimized dynamic models. Professor Lin still has certain authoritative and academic advancement in the field of contemporary core competence research.

As new education reform is carried out, each subject, based on its own scientific value and characteristics, builds the core competence system of students suitable for its own characteristics. Professor Yu Sumei of China Academy of Education put forward a clear construction of the core competence framework of physical education from the perspective of the teaching content and teaching reform of physical education. The three dimensions and six elements are as follows: "Sports spirit, sports practice and health promotion are the three dimensions of the core competence of physical education, and sports emotion, and sports character, sports ability, sports habits, knowledge of health and behavior of health are the three dimensions of the core competence of physical education 6 elements of core competence ^[5]. " (see Figure 1) These six elements are coordinated, unified and steadily developed so that the cultivation of core competence of the physical education discipline can be revealed and gradually improved, which makes a reference framework system for the research on the core competence of the physical education discipline.

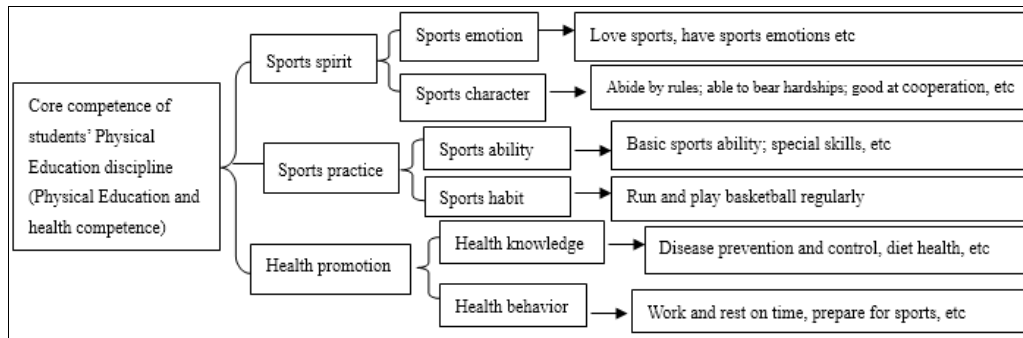


Fig 1: Framework system of the core competence of the sports discipline

3. Core competence of Martial Arts Accomplishment

The concept of core competence, given the definitions of various countries, regions and organizations, as well as the research on core competence from different perspectives of various disciplines in China, may be defined as the essential character and key ability that students gradually form to adapt to the needs of personal life-long development and social development in the process of receiving corresponding education. This paper discusses the essential character and key ability of martial arts education separately.

3.1 Character Education

Since the contact with martial arts, students should be taught proverbs of etiquette such as “Learn etiquette before learning martial arts, and learn morality before practicing martial arts”, “Advocate martial arts and uphold morality”, “Martial arts are based on morality; no martial arts without morality” so that they can be kind, polite, loyal, patriotic martial arts practitioners with morality. Martial arts education is an external expression of martial arts culture, and martial arts culture is an important part of Chinese traditional culture. The core of martial arts culture comes from the content of traditional culture.

Traditional Chinese culture mainly comes from Confucianism, Taoism, Buddhism, military, law, and other ideological theories, which constitute the traditional cultural and ideological system. Confucius, the founder of Confucianism, advocated the ideological system of “benevolence”, which later became the basic values of Confucianism and cultural inheritance. “Benevolence” was the code of conduct and even the basic code and moral code to be followed. In *The Analects of Confucius*, when Fan Chi asked about benevolence, the Master said, “Care for others.” Care for others should start from loving relatives, then go further, and finally have love for all. “If you want to establish yourself, help others to establish themselves. Do not do to others what you would not have them do to you. Start with affection and treat others with integrity.” The values of “valuing righteousness over profit” play a leading role in the inheritance of culture. The *Doctrine of the Mean* says, “Righteousness is appropriate, which is fit, proper, and suitable. Mencius regards “righteousness” as the status of moral law. If you do not act on the principle of righteousness, you will lose the qualification to be a man. Under the guidance of the values of “righteousness”, the national ideology of distinguishing right from wrong, gallantly rising to the occasion, and sacrificing one's life for righteousness has enriched the thought of martial arts education.

When the Japanese pirates looted, killed and burned in the southeast coast, anti-Japanese soldiers formed Qi Jiguang's army. They created “Mandarin Duck Battle Array” in response to Japanese pirates' knife techniques. Qi Jiguang trained the army to kill the enemy bravely and directly

smashed the Japanese pirates' lair, which demonstrated the national patriotism. During the Second World War, the Japanese invading army met the resistance of the 29th Army at the Xifengkou of the Great Wall. The Chinese army was made up of soldiers mainly from the northern provinces of Hebei, Shandong and Henan, with strong physique and honest style. They could bear hardships and stand hard work. The army employed martial arts masters to teach them sabre cleaving, bayonet stabbing and the use of other weapons. They worked out the “Eight Techniques of Using Sabres” to cope with Japanese soldiers' expertise of bayonets. Each armed with a steel sabre, they used sabre techniques to cleave and cut quickly and powerfully, delivering dead blows to the enemy. They played the “great victory at Xifengkou”, the symbol of the spirit of China's Anti-Japanese War. They used the sabres of the cold weapon period, and gave scope to the national patriotism and the unyielding spirit of struggle.

The practice of martial arts is not to be mastered in one or two years. It depends on the accumulation of time. We should also study hard and endure the boring repeated training of each movement before we succeed. A *New Book of Military Training* records: “Every martial art is not the official business you promise to do, but an art with which a soldier can defend himself to perform meritorious service and kill the enemy. If you are good at fighting, you can kill an enemy. How could an enemy kill you? If you are not as good as he, he will kill you. If you don't learn martial arts, you are a fool who wants no life [6].” Only by training hard and sweating more in ordinary times can you bleed less in war. This is the hard-working quality of martial arts education.

3.2 Education and cultivation of social adaptability

Social adaptability is an individual's ability to effectively meet the needs of the natural environment and social environment. It is an important expression of the degree of individual socialization and an important factor that affects the individual's lifelong study, life and work. Adaptation is a process in which individuals take various measures to adapt themselves to the environment. In order to ensure the continuity of this process, individuals must face the social reality, adjust their mentality at any time, and correct those inappropriate ideas and behaviors in a timely manner [7]. On the basis of implementing the student-centered education concept and giving full play to the educational function of martial arts, we will organically integrate the content of martial arts education, improve students' comprehensive analysis of problems, solve problems, and guide students to serve others and contribute to the society, sublimate our cognition and understanding of the core socialist values, and link our personal success closely with our commitment to realizing the Chinese dream of the great rejuvenation of the Chinese nation.

Martial arts education, beneficial to joints and able to train body movements, strengthen muscles and bones, mediate psychological quality and spirit, and dredge main and

collateral channels, can comprehensively improve the body and mind. Martial arts require the practice of flexible ligaments and bones. During the exercise, people stop their body movement and stand upright on one leg. The other leg is lifted by the side of the body until the tip of the toe is higher than the head. This is a balancing movement. Prevent the upper part of the body from rocking. This movement demands great flexibility and strength control, which cannot be achieved without hard exercise and the pain of pulling out tendons. This is to temper the will of martial arts practitioners and cultivate perseverance.

With the development of science and technology and the enrichment of social materials, people's spiritual life is, on the contrary, becoming rather deficient, and their willpower and endurance continue to decline. If they are not satisfied with their life and study, they tend to do some extreme things as a way of escaping. They can achieve their goals by running away from home, self-mutilation and suicide. The number of students with depression is also increasing, and they are a burden to schools, society and families as well. By attending martial arts education class, teachers and students exchange experience with each other, relieve psychological pressure and enhance social adaptability.

4. Ways to Impart Martial Arts Education Thoughts

4.1 Imparting by School Teaching

Martial arts education has been implemented in school for a long time. In the 11th century BC, the nobles of Zhou Dynasty advocated the education system of Six Arts (rites, music, archery, reading and writing, arithmetic, and charioteer), which includes archery and charioteer as teaching contents. The Rites of Zhou says, "Cultivating the officials' children with Tao, namely teaching the six arts". In 1911, Case of Military Education stipulated that "martial arts should be learned at the same time by students above the primary school level". In 1915, Yuan Shikai explained the meaning of martial arts in Issue of Education Gist, "There are two ways to master martial arts: self-defense and national defense. In essence, self-defense is equal to national defense... Together, national educators should pay attention to physical education apart from moral education and intellectual education^[8]." (In order to strengthen the country, we must first get rid of physical weakness of individuals, and then strengthen our body with martial arts, and practice it to improve our self-defense ability.)

In the current school teaching, there are two class hours of martial arts practice every week. Martial arts need time to be accomplished; it cannot be mastered just by doing some exercise. Only through long-term practice can the inner spirit be fully understood. The national government has advocated introducing excellent traditional culture into the campus for many times. As an excellent traditional sports project, martial arts has been listed as one of the intangible cultural heritage protection and inheritance projects, and has made the campus an inheritance and education base of excellent culture. Martial arts education is always accompanied by class teaching of actions and words. Such education is conducted at all times. On May 8, 2018, Qingdao Municipal Bureau of Education and other three departments jointly issued Several Suggestions on Promoting the Development of Physical Education in Schools in Qingdao, stipulating that at least two sports skills, namely martial arts and swimming, should be mastered by pupils in primary school by 2020.

4.2 Imparting by Socialization of Martial Arts Education

"Six entrances of martial arts" is an all-round and all-encompassing initiative to promote the socialization of martial arts, build a public service system for martial arts, serve the comprehensive fitness program and the health of all

people, and inherit the excellent traditional ethnic sports culture. The cultivation of core competence is a life-long mission. During the period of students, we cultivate our core competence in school. When we leave school to go to society, core competence is improved in socialization and work, and in the whole life, aspects of competence-oriented education are interlinked, promoted and supplemented by each other in various periods. Social martial arts, school martial arts, and competition are the relative concepts of martial arts, commonly known as "mass martial arts" and "popular martial arts". These various martial arts exercises are carried out by workers in enterprises and institutions, as well as by urban residents and farmers to achieve self-defense, fitness, and mental health. Socialized education is also a beneficial way of school education, so the extension of school martial arts education is expanded.

Through the socialization of martial arts education, we can cultivate the ability to cooperate with others, coexist with others, to understand what others think. In society, it can also cultivate the ability to organize community people to exercise and participate in national fitness competitions. For different groups of people, we have developed their ability to adapt to society through harmonious and united coexistence.

5. Conclusion

The proposal of core competence points out the most basic value function of "cultivating people by fostering virtues" for school education. The core competence accompanies the whole life of the educated. Under the guidance of core competence, martial arts education can not only train students' martial arts movements for self-defense and physical exercise, but also train their patriotism, fighting spirit and ability to adapt to society through education, so as to train qualified future socialist successors for the country.

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