Reform Promotion of Physical Education in Universities by Relying on Traditional Resources of Ethnic Minorities

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## Abstract

Traditional ethnic minority sports have a long history. Vigorously developing traditional ethnic minority sports plays a positive role in promoting the communication of traditional ethnic minority sports culture. Therefore, it is very necessary and inevitable to conduct an investigation in the colleges and universities in Xinjiang with Xinjiang University as an example, to study the application of traditional ethnic minority sports to sports teaching and to popularize such traditional ethnic minority sports as Daolang body-building exercises at school, even in the society.

### Keywords

Ethnic minority sports, Daolang body-building exercises teaching, Physical education teaching

## 1 Introduction

The successful 2008 Beijing Olympic Games declares that China’s sports have scored leap-frog progresses in the global sports development. With China’s sports marching into the world, great importance should also be attached to the development of ethnic minority characteristic sports. As a matter of fact, the development of ethnic minority sports reveals the progress of cultural evolution of ethnic minorities and ethnic minority sports are the windows through which we can know the development of civilization of ethnic groups, profitable approaches to promoting feelings and mutual understandings between ethnic groups. Ethnic minority sports are a cultural treasure underlying ethnic characteristics[1].

Located in the far northwest China, Xinjiang boasts of plentiful recreation and ethnic minority sports resources. Under this cultural atmosphere, taking the goal of cultivating college students into considerations, developing and making good use of these recreation and sports resources is of great long-term significance. In Xinjiang, college students of ethnic minorities take up a large proportion and they are very fond of traditional ethnic minority sports. Therefore, implementing ethnic minority sports is very attractive to them. On one hand, the introduction of good ethnic minority sports into college PE teaching program contributes much to enriching classroom teaching and stimulating students especially ethnic minority students’ enthusiasm and participating awareness. On the other hand, it has a great impact upon the inflexible contents in teaching curriculum and naturally promotes the reforming process of teaching system itself. As a result, the study on the application of traditional ethnic minority sports to physical education teaching is of great practical significance. Based on this, taking Daolang body-building exercises as an example[2], this paper makes an initial analysis on the integration of ethnic minority sports with physical education teaching.

## 2 A Brief Introduction to Daolang Body-Building Exercises of Traditional Ethnic Minority Sports

During the Chagatai Khanate period，Daolang means gather, or piles of people get together. Since Daolang people have always been living in the place where the geographical environment is different from other Uyghur places, they are not much impacted by the new culture. Therefore, Daolang Maxirap and Muqam remain as original. Throughout history, Daolang people have introduced all kinds of dramatic sports activities into Daolang Maxirap Dance such as horse-imitating dance, Camel dance, Mullah Wood, photographing, making baked buns, crushing oil, swinging, Porta, rotating high above the ground, hide-and-seek, etc. Daolang Muqam Body-Building Exercises are revised based on the music in Daolang Maxirap. As the earliest prelude in Daolang Maxirap, Man Qekep Ketiman Dance has been passed on till today. Daolang Muqam and Daolang Dance, which are the prototype of Uyghur 12-Muqam termed as the cultural jewel of oriental music, reflect the life of the Daolang people through their dance, music and art. By means of loud folk melody, graceful 13 sets of dances and rhythmic exercises of all body parts, including the soles of the feet, legs, buttocks, thighs, waist, shoulders, chest, hands, fingers, head and neck, Daolang body-building exercises are very rhythmic and fit for the whole body exercises.

## 3 Analysis of the Effect on Daolang Body-Building Exercises of Traditional Ethnic Minority Sports

Daolang body-building exercises taught in our university are divided into twelve parts, including two parts of anticipation movements and ten parts of basic movements. A complete set of workout is integrated with music and rhythm from beginning to end. The movements are various and quick with a beautiful change and a strong rhythm. Because the main dance forms of the Daolang Maxirap Man Qekep Ketiman are scientifically and regularly added into Daolang body-building exercises, traditional cultural themes in the performance of body-building exercises are fully reflected, demonstrating Daolang Maxirap’s artistic and elegant demeanor and achieving good fitness results[3].

In the process of teaching, we give the students the heart rate test to reflect their exercise intensity. Under normal quiet conditions, the heart rate is 68 times a minute or so. With the healthy adult heart rate ranging between 60-80 times/min, the body-building exercises conform to the normal heart rate scope. Under normal circumstances, once engaged in any sport, one man’s pulse will increase accordingly and there is a linear positive correlation between the increasing degree in a certain range (i.e. pulse between 120-180 times/min) and athletic intensity size. Along with the increase of exercise intensity, pulse will also increase, but the increasing range slows down significantly. If athletic intensity is increased again, the pulse will rise up to 220 times/min and no longer increase. The heart rates in body-building exercises are divided into the limit load heart rate (up to 180 times/min), sub-limit load heart rate (170 times/ min) and general load heart rate (140 times/ min or so). Through measurement, immediately after one time of Daolang body-building exercises, the overall heart rate is 162 times/min or so, showing that the sport intensity of Daolang body-building exercises belongs to the sub-limit load heart rate. That is to say, generally speaking, the Daolang body-building exercises are categorized into moderate intensity exercises[4].

## 4 Orientation of Teaching Values towards Daolang Body-Building Exercises

Ethnic minority sports are self-created and inherited with a strong national aesthetic and free color. Daolang body-building exercises originate from Daolang dances, which are very relaxation and entertainment activities in which the Uyghur are engaged in their lives. It itself has strong characteristics of leisure sports. In the continuous movement of low and middle intensity, exercisers drive systemic muscle tissue activities, consume large amounts of heat energy and promote the consumption of body fat and blood sugar, thus to achieve the goal of good health.

For Daolang body-building exercises, the orientation of teaching values can be summarized in the following aspects. First of all, the organizational form of Daolang body-building exercises is favorable for the organization process of teaching students. In terms of origin, Daolang body-building exercises are different from athletic sports fitness methods. Its leisurely and regional characteristics determine the convenience of cultural basis in developing such a teaching in Xinjiang. Especially once ethnic minority students having much better understandings and acceptances of Daolang body-building exercises are mixed with other students, it will be more beneficial to the whole group of students to learn Daolang body-building exercises[5].

Second, the Daolang body-building exercises itself contribute to the improvement of students body quality. Since Daolang body-building exercise is based upon physical exercises of middle and low intensity, at the same time, it is free from the constraints of equipment and site most of the time, and has certain appreciation and participation, the implementation of teaching is of great convenience. Daolang body-building exercises do not get bogged down in the single gymnastics form for fitness training, but gather the aesthetic feelings of dance and national culture as a whole. The collectivity in Daolang body-building exercises is different from the features of social dance. Both Daolang body-building exercises and Daolang dance are kinds of group fitness methods. It can be one-to-one, or one-to-more interactive movement. Integrating leisure with fitness, it is very easy for many students to master. In the process of aerobic and anaerobic exercises, the student’s physical quality can be raised gradually.

Third, Daolang body-building exercises in the teaching can not only cultivate student physique, but also intensify the training of morality. The integration of Daolang body-building exercises makes students of all ethnic groups able to teach and learn from one another in the process of teaching, increases the mutual understanding, and promotes the communication between all ethnic cultures. The mutual learning between students of different ethnic groups strengthens emotional exchanges, mutual understanding and mutual respect.

## 5 Analysis of Feasibility and Necessity of Implementing Daolang Body-Building Exercises in Xinjiang Colleges and Universities

Looking back to the past PE teaching, we find that the teaching concepts are relatively backward, teaching items are simple, and it is difficult to form characteristic physical education teaching programs. At present, such overseas sports as taekwondo and judo are very popular among students. We strongly feel the necessity to establish a self-characteristic physical education teaching mode, thus deepening students understanding of our nation and traditional sports. Since the State Council issued “*Decision on Promoting the Quality Education Further*” stipulating that physical education should observe the guiding ideology of “health first” and the Ministry of Education issued “*Guidelines for National Ordinary Higher School Sports Teaching*”, ordinary universities sports teaching reform is oriented towards the long-term goal of training students physical & mental health and lifelong physical education thought, and we become more confident of exploring sports with ethnic characteristics and improving sports teaching concepts[6].

Let’s see some foreign sports with ethnic characteristics, for example, taekwondo, which is a traditional Korean sports item. Through the development for a long time, it integrates competitive sports with leisure sports and offers a comprehensive national sports development model worthy of our reference. It is rooted in the Korean nation. Based on its own development, it goes out of the nation and marches into the Olympics eventually, making the whole world know that taekwondo is in the Korean Peninsula and strives to learn taekwondo. What a nation has is just what a world has. This is the enlightenment Beijing Olympic Games give us. As a PE teacher, we shoulder the responsibility to promote the ethnic minority sports culture to the world.

Xinjiang has the advantageous foundation of sports teaching with ethnic characteristics, and in such an autonomous region of ethnic groups, the ethnic minority students cover a large proportion in colleges and universities in Xinjiang, and ethnic minority physical education teachers may also be an advantage. All this has laid a solid foundation of target population for developing the PE course of Daolang body-building exercises in the ordinary colleges and universities of Xinjiang. So it is feasible to open the Daolang body-building exercises course in colleges and universities there.

In the university sports teaching practice, such factors as a teacher’s teaching method, teaching demonstration and manners all influence the students’ learning effect. According to the survey of students taking the course of Daolang body-building exercises, 95.6% of them take a deep interest, of which 98.2% are ethnic minority students, and only 4.4% take a general attitude to this project. This can be said to be a comparatively successful program in the college physical education curriculum of developing traditional ethnic minority sports.

At the same time, in 8 universities in Xinjiang, we conduct a stratified sampling survey of 1,928 students, including 52.6% Han nationality students and 47.4% ethnic minority students. Let’s see Table 4-1: ethnic minority students taking an interest in Daolang body-building exercises add up to 82.5%, while the Han nationality students up to 39.2%, which is lower. But in general, students take a relatively high interest in Daolang body-building exercises of ethnic minority sports.

## 6 Existing Problems in Opening the Public Course of Daolang Body-Building Exercises of Traditional Ethnic Minority Sports in Xinjiang Colleges and Universities

Although in terms of ethnic traditional sports teaching, some colleges and universities have made some achievements, the overall situation is not optimistic. According to the results of a survey, for the time being, among the ethnic sports teaching teachers, especially among the ethnic minority teachers, those who majored in traditional ethnic sports cover a relatively low percentage, only 9.85%. Some teachers begin to practice sports dance, ethnic body-building exercises or martial arts etc. only after they take jobs out of the job needs. Because the contact time is not long, the involvement is not deep, and the attainment to the ethnic sports culture is still shallow, they study, explore and teach ethnic sports; in the process of teaching, some common problems of conventional sports teaching arise, including attaching great importance to skills teaching and ignoring theoretical knowledge teaching, and lack of teaching materials of ethnic sports. Besides, the teaching conditions in various colleges and universities also pose constraint factors like short of necessary hardware facilities[7].

In actual teaching, perfecting and promoting Daolang body-building exercises needs a long time. The application of traditional ethnic minority sports to sports teaching is still a brand-new topic, with no experience in practice. Only after the constantly tentative integration with actual sports teaching by sports teachers can we make ethnic minority characteristic sports really enter into the classroom and become a theoretically perfect, practically rich and test-standing sports teaching program which the Han nationality students and ethnic minority students are fond of.

## 7 Conclusion

The integration of ethnic minority sports items with our sports teaching is not smooth. But the objective of the process is to make the sports teachers aware that inheriting the national traditional culture is our responsibility[8]. We must correspondingly take practical and effective strategies and measures in line with the status quo of our national traditional sports education. We should do well in discovering and summarizing the achievements and shortcomings of ethnic minority sports teaching, thus promoting college physical education reform, enriching the amateur cultural life of college students, speeding up the development of national sports, enhancing the national physical health level, strengthening national unity and developing the market of sports industry respectively. Achieving these goals is of profoundly practical and historic significance for China’s economic prosperity and [cultural](app:ds:cultural) [ideological](app:ds:ideological) [progress](app:ds:progress). Therefore, a study of the application of traditional ethnic minority sports to sports teaching has become an urgent task. In such an ethnic minority-inhabited region as Xinjiang, introducing such ethnic sports programs as Daolang body-building exercises into sports teaching should be given a top priority in the physical education development in Xinjiang. It can broaden our horizon of sports workers, push forward the campaign of nationwide fitness, and promote national unity and development. Furthermore, in so doing, physical education workers can also contribute much to the construction of the harmonious society in China.

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