

The Present State and Future Direction of Teaching Tai Chi in Colleges and Universities

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Abstract: This study provides an in-depth discussion on the current situation and future development of Tai Chi teaching in colleges and universities. The literature review shows that the current problems include unclear teaching objectives, outdated teaching methods, weak faculty, and lack of student interest. Through the questionnaire survey and analyzed with the theory of educational epistemology, this study found that unclear communication of teaching objectives, lack of teachers' professional skills and students' insufficient knowledge of Tai Chi culture and its practicality were considered to be the main obstacles to the future development of Tai Chi. Therefore, this study makes recommendations to clarify teaching objectives, improve the quality of teaching content, enhance teachers' professional skills, and stimulate students' interest. To achieve these strategies, it is recommended that colleges and universities reconfigure their curriculum design to emphasize the practical value of Tai Chi in students' personal development. It is expected that through these comprehensive reforms, Tai Chi education will better facilitate students' experience of cultural values, enhance physical and mental health, and play a greater role in the modern higher education system.

Keywords: Course Tai Chi; Educational epistemology; Pedagogical reform; Student interest.

1. Introduction

As an excellent traditional sports program in China, Tai Chi carries the mission of traditional culture inheritance and development. In recent years, a number of policies have proposed that the main position for the development and inheritance of traditional culture is on the campus, and the university classroom, which carries out general higher education, has become the main position for the development and inheritance of Tai Chi. This research area starts from the current situation of Tai Chi course development in some colleges and universities in Zhejiang Province and the needs of Tai Chi course development in colleges and universities, based on the basic principles of pedagogy, closely connected with the technical function of Tai Chi and the theory of Tai Chi culture and the results of the current research, and predicts the development trend of the program on the basis of the epistemology theory.

Literature Review

Teaching Objectives and Teaching Effectiveness of Tai Chi in Colleges and Universities

The study of Wu (2019) pointed out that "Tai Chi teaching in colleges and universities exists the dilemma of single teaching content, solidified teaching methods, shortage of teaching power, weak teaching atmosphere, and lack of communication pathways." Ma (2020) study pointed out that "Tai Chi teaching ignores the fitness value and cultural connotation of inheritance teaching." Zhou (2020) pointed out that "the current teaching of Tai Chi in colleges and universities is mostly "fake", schools do not pay attention to the curriculum, the teaching method is rigid and boring, and students' enthusiasm is low, which leads to unsatisfactory teaching results." Lu (2020) pointed out that "the content of Tai Chi teaching in colleges and universities is confusing, the importance of systematic teaching is not fully considered, the teaching methods are old-fashioned, and technology is emphasized in the classroom rather than culture." Huang

(2021) study pointed out that "the current teaching of Tai Chi in colleges and universities still exists many problems such as backward teaching concepts, unclear teaching objectives, inconsistent teaching progress, chaotic teaching content, backward teaching means and methods, and disconnection between theory and practice."

In summary, the problems of Tai Chi teaching in colleges and universities are mainly concentrated in the setting of Tai Chi courses in colleges and universities, the length of teaching hours and the discussion of Tai Chi teaching objectives, teaching methods and teaching effects. The teaching objectives are not clear, which leads to the difficulty in reflecting the cultural inheritance of Tai Chi and the fitness function of Tai Chi. The single teaching content, backward teaching methods and rigid teaching mode lead to the problems of inconspicuous teaching effect, poor teaching efficiency and insufficient students' interest.

Teacher-Student Orientation in Tai Chi Teaching in Colleges and Universities

Lv (2019) study pointed out that "the dilemmas of Tai Chi courses have the problems of insufficient attention to Tai Chi teaching in colleges and universities, low level of the teaching staff, lack of interest of students, and inability of on-campus venues to ensure normal teaching." Song (2019) study pointed out that "students' orientation and cognition of Tai Chi are inaccurate in the teaching of Tai Chi in colleges and universities." Chen (2019) pointed out in his study that "the teaching content is single, and the teachers are weak, which are the problems that need to be solved in Tai Chi courses in colleges and universities." Ma (2020) pointed out that "Teachers are accustomed to the teaching method of "explanation-demonstration-practice", which lacks novelty." Liu (2020) pointed out, "In teaching, teachers usually choose to teach the movements directly, without going into detail about the historical origin of Tai Chi, the purpose of the teaching setup, the basic characteristics, the fitness value of Tai Chi. This makes students have no idea about Tai Chi. This

makes students' understanding of Tai Chi bifurcated, only understanding the surface, not the connotation, and lack of interpretation of the details of the movements and the meaning of attack and defense. Students practice in the classroom and outside the classroom lack of platform and subjective awareness."

To summarize, the main problems of teachers in teaching Tai Chi focus on the lack of professional skills as well as the lack of mastery of classroom rhythm, and the single teaching method, which makes the Tai Chi course lack of professionalism and interest. The main problems of the students focus on the lack of interest in Tai Chi courses, lack of initiative and exploration, do not pay attention to the classroom assessment and do not understand the culture and heritage of Tai Chi and other problems.

Study on Future Development of Tai Chi Programs in Colleges and Universities

Liang (2019) "Through the study of the health value, cultural value and application value in the Tai Chi curriculum, it is proposed that Tai Chi should build a diversified structure of the curriculum system to give full play to the skill training value of Tai Chi curriculum." Lv (2019) study proposed that "colleges and universities should raise the importance of teaching Tai Chi, strengthen the teaching team, and improve the construction of teaching facilities." Bao (2019) study pointed out that "the reform of Tai Chi teaching in colleges and universities should be guided by the educational ideology of 'social adaptability', increase students' physical and mental health and cultivate lifelong physical education habits for the purpose of establishing a modernized teaching ideology and knowledge of Tai Chi theory that is scientific, open, and democratic System. Zhou (2020) study pointed out, "We should pay attention to the development of Tai Chi courses at the level of the big picture, learn to innovate, and diversify the teaching methods by taking the personality characteristics and interests of college students as a breakthrough; not only should we emphasize the movements in place, but we should also learn about the students' perception of Tai Chi culture." Zhao (2020) "suggests that teachers should improve the teaching mode to simplify and precise teaching. Optimize the teaching structure and pay attention to the students' main position. Enrich the teaching evaluation methods to stimulate students' positive thinking." Huang (2021) suggests that "Tai Chi teachers in colleges and universities should innovate the teaching process, take the initiative to introduce big data technology, understand the diversified needs of students for Tai Chi teaching, improve the quality and efficiency of Tai Chi teaching in colleges and universities, better cater to the psychological needs of college students in learning Tai Chi, and then stimulate the enthusiasm and interest of college students in learning Tai Chi." Li (2022) proposed through research that "the traditional teaching methods such as demonstration method, explanation method and application method can be reformed to achieve the systematic integrity of carrying out the gongfu-set-actual combat."

To summarize, scholars' suggestions for the development of Tai Chi curriculum mainly focus on the construction of Tai Chi curriculum, strengthening of faculty, innovation of teaching methods, clarification of teaching objectives, and improvement of students' interest in learning, etc. I believe that the suggestions made by scholars are all in line with the recommendations of the study. I think that the suggestions made by the scholars are all reasonable. However, there is still the problem of how to implement them in the future reform

and development. For example, how to integrate the traditional classroom teaching mode of Tai Chi courses into the multimedia era, how to train the skills of non-Tai Chi teachers and improve their Tai Chi cultural literacy. How to train the skills of non-Tai Chi teachers and improve their Tai Chi cultural literacy. How to echo the teaching methods and objectives with students' interests. This is a problem that needs to be solved in the future development of Tai Chi. Therefore, it is very important to understand the current situation of Tai Chi curriculum in colleges and universities, to understand the proportion of teachers' professional allocation, to improve the course objectives, to innovate teaching methods and forms, and to create a Tai Chi classroom model that meets students' interests and needs.

1.1. Theoretical and Conceptual Framework

Conceptual :

Tai Chi: The dictionary defines the term Tai Chi as follows: Tai Chi, one of the martial arts. It is a kind of boxing art created on the theoretical basis of the philosophy of yin and yang of Tai Chi and the integration of martial arts, guiding art and the meridian theory of traditional Chinese medicine.

Tai Chi technology: Tai Chi is a boxing sport, it is through the combination of individual movements to form different sets of forms, each movement itself has the law of attack and defense, can be practiced alone also has offensive. It can be practiced individually or offensively. It fully embodies the function of fitness.

Tai Chi culture: Tai Chi is deeply penetrated by Chinese traditional philosophy, and the movement has the idea of "overcoming the tough with the soft" and "overcoming the strong with the weak", and the philosophical thought of Yin-yang theory is also reflected in the process of movement transformation. It is a traditional cultural form that embodies the harmony of body and mind.

Theoretical:

This study is based on educational epistemology, a "meaningful learning theory" proposed by David Paul Ausubel, an American cognitive educational psychologist. At its core, it enables learners to relate new knowledge to existing knowledge and give it personal meaning and importance. He believes that educators should deepen the understanding and absorption of knowledge by guiding and motivating students to recognize the connections between new knowledge and their own experiences, learning goals, and practical applications.

Through educational epistemology, researchers can study the cognition, knowledge, learning and educational methods involved in the process of education, explore the impact of education on individual cognitive ability and knowledge structure, and how to promote the improvement of individual cognitive development and learning ability. Therefore, the teaching design and evaluation of Tai Chi course are established. Based on the research results of epistemology, the teaching activities are designed and the teaching effects are evaluated, so as to improve students' cognition level and learning results of Tai Chi technology and Tai Chi culture.

1.2. Significance of the Study

As a carrier of Chinese excellent traditional culture, Tai Chi has been paid attention to and promoted by the Ministry of Education of the People's Republic of China, and now it has been widely carried out in higher physical education. However, due to many curriculum construction problems and

the lack and deficiency of teachers' and students' cognition, the teaching effect and quality of Tai Chi courses in higher education classrooms are not satisfactory. Therefore, the research significance of this topic is mainly from three perspectives: national and governmental level, teachers' level and students' level, and seeks to solve the dilemmas faced by Tai Chi courses in higher education. Explore the future path that is beneficial to the orderly development of Tai Chi courses in higher education.

At the national level: this study can help Tai Chi courses to develop well in higher education and realize the inheritance and dissemination of traditional Chinese culture.

At the teacher level: to explore the creation of better teaching methods and contents to make the teaching process easier and more effective.

At the student level: to help students master Tai Chi techniques more comprehensively and understand Tai Chi culture better through the study.

1.3. Objectives of the Study

The purpose of this study is to clarify the current situation of Tai Chi course teaching in higher education, to explore the future development trend of Tai Chi course in higher education, and to provide scientific and feasible theoretical basis for clarifying the objectives of Tai Chi course teaching and realizing the inheritance and dissemination of Tai Chi technology and Tai Chi culture in colleges and universities:

1.To determine Tai Chi classroom teaching methods to create a teaching model that better meets students' needs. Improve the teaching effect and provide reference suggestions for the future development of Tai Chi courses

2.To evaluate the current situation of Tai Chi teaching in colleges and universities, and clarifying the teaching objectives of Tai Chi courses

2. Methodology

This study investigates the current situation of Tai Chi courses in higher education through questionnaires. The research objective is to improve the status quo of Tai Chi teaching, to solve the problems faced by teachers and students in the teaching process, to improve the teaching effect of Tai Chi, and to realize the goal of physical fitness and cultural inheritance. To provide new reference and future development ideas for the teaching of Tai Chi.

2.1. Study Design

This study is a quantitative study in the form of a questionnaire survey, with the target respondents being the teachers involved in the teaching of Tai Chi courses and the students involved in the learning of Tai Chi courses.

2.2. Population and Locale of the Study

The sample population for this study was selected from five of the teachers who have been involved in teaching Tai Chi for a long time in the author's school and the students who chose their courses. There are at least 50 classes teaching Tai Chi in Zhejiang Yuexiu university every year. In order to ensure the representativeness of the study sample and the study population. In this study, five teachers with different titles and different professional characteristics were selected to distribute the questionnaires. The student questionnaires were then distributed to the students of the five teachers, totaling five classes, each class being about 30 students.

2.3. Data Gathering Tools

The questionnaire has two parts. Part I is the basic information of the respondents and Part II is about the current situation of the Tai Chi Teaching. The data collection tool is Questionnaire Star App to distribute and collect questionnaires, and then the collected data will be analyzed and compared by SPSS software.

Questionnaire Star is a professional online questionnaire, examination, assessment and voting platform that focuses on providing users with a series of services such as powerful and user-friendly online questionnaire design, data collection, customized reports and survey results analysis.

After the questionnaire has been developed it will need to pass reliability and validity tests in schools before data can be collected using these survey tools.

2.4. Data Gathering Procedures

The validated questionnaires were first distributed in batches to each of the five teachers and their students using the Questionnaire Star App. The questionnaires were distributed in an anonymous form. However, the class and assessment status of the respondents can be reflected in the basic information. In this way, the status of teaching and learning of different teachers and classes can be differentiated. Finally, the results of the questionnaire were analyzed. The whole data collection process is one week and the questionnaire analysis is expected to take about two weeks.

2.5. Treatment of Data

The data collected from the questionnaire will be statistically summarized and processed by the researcher using the Questionnaire Star software. The Questionnaire Star software monitors the progress of completion in real time and the data can be automatically statistically analyzed. It will automatically generate data reports in Excel, SPSS and other formats, and can be analyzed in depth online and eventually shared in tables and other formats. Interpretation is based on data reference methods such as the rating scale.

2.6. Ethical Considerations

In conducting the study, the researcher will govern by the knowledge of respecting the Data Privacy Act thus for the purposes of this scholarly work, only when the consent of the program head was given that the data in the identified reports will be maximized.

This study does not involve students' personal privacy and does not address any key issues. Students can participate voluntarily throughout the questionnaire process and the personal information of participants is protected. The questionnaire is anonymous and teachers and students can choose their own time via a web-based tool. Only the researcher can check the results of the questionnaire. The results are sent mainly in the form of proportions and data analysis, and no specific answers are given by anyone in this paper. The data will be kept for one year after the project is completed. Digital information will be deleted and any paper records will be shredded. As a way to keep the participant of the study informed of the results or outcome, the final paper will be shared with the University for them to include in their discussions during their program meeting for possible integration in the program evaluation and planning activities. The results of the study may include the publication of a research report or paper, but the personal information of participants will be kept strictly confidential. The results of

the questionnaires may be available for reference in the form of data.

3. Results and Discussion

In this section, we will analyze the results of a survey study conducted by college students and teachers on the current teaching status of Tai Chi courses in colleges and universities

to assess the clarity of the teaching objectives of the Tai Chi courses, the correlation between the teachers' professional skills, teaching methodology, teaching content, and the students' interest in learning by quantifying the survey data (see Tables 1 and 2) and the feedback from the open-ended questions in order to obtain a more comprehensive assessment of the current status of the teaching. Effective suggestions are made for the future development of the Tai Chi program.

Table 1. Current situation of Tai Chi teaching in colleges and universities as perceived by the students

	Indicators	Mean	SD	Description
1.	In the school course selection system, Tai Chi courses are very popular among students.	3.31	0.706	Very Much Agree
2.	The classroom atmosphere of Tai Chi can meet my expectation for college physical education courses.	3.39	0.667	Very Much Agree
3.	During the study, I understand the learning objectives of the Tai Chi course very well.	2.19	1.137	Slightly Agree
4.	In the study, I think the goal of Tai Chi course is very reasonable.	2.12	1.133	Slightly Agree
5.	Through the study of Tai Chi, I have completed the course learning objectives.	2.56	1.079	Agree
6.	The teaching content of Tai Chi course can meet my learning needs.	3.45	0.689	Very Much Agree
7.	I think the teaching content of Tai Chi class is too simple and needs to be improved.	1.44	0.910	Disagree
8.	I think the teaching content of Tai Chi class is too complicated, and it needs to be simplified.	2.74	1.179	Agree
9.	In addition to routine movement learning, it is also important to master the culture and practical skills of Tai Chi.	3.49	0.634	Very Much Agree
10.	The theoretical knowledge of Tai Chi is what must be learned in Tai Chi.	3.33	0.809	Very Much Agree
11.	The teacher instructs the movements of Tai Chi according to their theoretical knowledge of Tai Chi.	2.33	1.119	Slightly Agree
12.	After the course, I clearly remembered all the routines I had learned.	2.23	1.124	Slightly Agree
13.	I think the current credit hours of Tai Chi courses are enough.	1.71	1.128	Disagree
14.	I think the teacher has arranged the teaching content clearly.	3.48	0.662	Very Much Agree
15.	I think the teacher's teaching method is effective.	2.81	0.877	Agree
16.	The teacher will guide me to learn the course with other resources.	3.41	0.737	Very Much Agree
17.	I am satisfied with the way the course is evaluated.	2.23	1.272	Slightly Agree
18.	After the course, I will continue to actively learn Tai Chi.	1.79	1.184	Slightly Agree
19.	I think Tai Chi is a popular sport among college students.	3.06	0.795	Agree
20.	I am very satisfied with the Tai Chi course.	3.02	1.111	Agree
	General Mean	2.70		Agree

Based on Table 1:

The above table summarizes the university students' perceptions of the Tai Chi program as measured by different parameters, mean (Mean) and standard deviation (SD) were used to provide insight into the variability of students' consensus and opinions, respectively, and the overall mean of all indicators was 2.70, indicating that on average, students were in agreement with the statements provided.

In terms of teaching objectives, the low mean student ratings for Indicator 3 (mean 2.19, standard deviation 1.137) in terms of understanding the learning objectives very well and Indicator 4 (mean 2.12, standard deviation 1.133) in terms of believing that the teaching objectives are very reasonable may indicate that the majority of the students do not agree with the understanding of the teaching objectives and the reasonableness of the teaching objectives. Therefore, teachers need to make further improvements in the communication of objectives and course design.

In terms of teaching content, Indicator 6 (mean 3.45, standard deviation 0.689) that the teaching content can meet the learning needs and Indicator 9 (mean 3.49, standard deviation 0.634) that Tai Chi culture and practical skills are

equally important; the standard deviation of the two options is relatively small, which indicates that the students' opinions have reached a high degree of consistency, which means that students strongly agree that the teaching content of the Tai Chi course can meet their learning needs and strongly agree that it is important to master the culture and practical skills in addition to movement learning. This indicates that students strongly agreed that the content of the Tai Chi program could meet their learning needs and strongly agreed that in addition to movement learning, mastering Tai Chi culture and practical skills were also important. This reflects students' recognition of the holistic nature of Tai Chi education. This was confirmed by the open-ended questions, in which 13 of the 23 valid answers expressed the desire to add the learning of Tai Chi culture and practical skills to increase the interest of Tai Chi courses.

In terms of teachers' teaching skills and methods, of the 2 choices between indicator 7 (mean 1.44, standard deviation 0.910) that the learning content is easy and needs improvement and indicator 13 (mean 1.71, standard deviation 1.128) that the lesson time is sufficient, the most frequently chosen was disagreement, which could mean that students

find the difficulty level high and the lesson time insufficient, or even challenging. This is also confirmed in our open-ended questions, where 9 relevant messages out of 23 valid answers indicated the need for more time for practice and guidance from the teacher. This is consistent with the desire for a comprehensive understanding of Tai Chi as shown in Indicator 9.

In terms of students' interest in learning, Indicator 18 (mean 1.79, standard deviation 1.184) was only slightly agreed among those who continued practicing Tai Chi after the course, which implies a lack of long-term interest in participating in Tai Chi outside of the course. This could be due to a variety of factors, such as their lack of awareness of the relevance of Tai Chi in their own lives, the lack of depth of skills gained or dissatisfaction with the way the course was taught.

As can be seen from the above analysis, the low mean values of students' understanding of the learning objectives and perceived reasonableness of the instructional objectives indicate that the current instructional objectives are not clearly communicated, and that, according to educational epistemology, the learning process of linking new knowledge to prior knowledge and assigning personal meaning and significance to it is essential for students' deeper understanding and assimilation of knowledge. In an educational epistemology perspective, this means that teachers need to reconfigure their teaching objectives and link them more effectively to students' prior knowledge and experience in order to fulfill students' desire for a comprehensive understanding of the culture and skill practice of Tai Chi. To enable students to see the significance and importance of learning Tai Chi for their personal development. This is in line with the research of scholars in the contextual study on teaching and learning objectives. Ma Hui's (2020) study stated, "Tai Chi teaching ignores the fitness value and cultural connotation of the heritage teaching." Huang

Meiyan's (2021) study pointed out, "The current teaching of Tai Chi in colleges and universities still exists many problems such as backward teaching concepts, unclear teaching objectives, inconsistent teaching progress, confusing teaching content, backward teaching means and methods, and disconnection between theory and practice. Secondly, the results of the questionnaire survey also reveal the possible deficiencies of Tai Chi teaching content. For example, the teaching content is too complex and the demand for credit hours is insufficient, which will lead to a low willingness of students to continue to participate in Tai Chi exercise after the course. Ma Hui (2020) pointed out that, "Teachers' teaching methods are used to adopt the "explanation-demonstration-practice" method, which lacks novelty." Liu Huifang (2020) pointed out, "In teaching, teachers usually choose to teach the movements directly, without going into detail about the historical origin of Tai Chi, the purpose of the teaching program, and the fitness value of Tai Chi. This makes students' understanding of Tai Chi ambiguous, understanding only the surface but not the connotation." Combined with an educational epistemology that suggests a lack of sustained motivation for current teaching activities, educators may need to redesign the curriculum to incorporate Tai Chi into students' perspectives on culture, fitness, or personal development, in order to better mobilize intrinsic motivation and integrate Tai Chi practice with students' long-term goals and interests.

Overall, with the help of an educational epistemology perspective, it can be seen that in order to further improve the effectiveness of Tai Chi teaching and to meet the learning goals of students, there is a need for thoughtful reforms in the objectives, content and methods of teaching and learning. This includes clarifying teaching objectives, expanding content, enriching teaching methods, and enabling students to see the practical use and value of learning Tai Chi in their personal development.

Table 2. Current situation of Tai Chi teaching in colleges and universities as perceived by the teachers

	Indicators	Mean	SD	Description
1.	At present, the teaching goal setting of Tai Chi course is very reasonable.	2.67	0.730	Agree
2.	At present, the teaching content of Tai Chi is a course is very reasonable.	2.52	0.512	Agree
3.	The students are well aware of the teaching objectives of the Tai Chi course.	2.05	0.865	Slightly Agree
4.	In addition to movement learning, the learning of Tai Chi cultural knowledge and practical skills is also very important.	3.57	0.598	Very Much Agree
5.	Compared with the routine movements, it is more important for students to master the style and characteristics of Tai Chi.	3.38	0.669	Very Much Agree
6.	When I was teaching Tai Chi courses, I felt that the implementation effect of the teaching plan was very good.	2.62	0.805	Agree
7.	The students in my class are very fond of Tai Chi programs.	2.19	1.078	Slightly Agree
8.	The students in my class are highly motivated to participate in the class.	2.52	0.873	Agree
9.	I am satisfied with the current assessment and evaluation method of Tai Chi courses.	2.57	0.870	Agree
10.	At present, the professional level of Tai Chi teachers in colleges and universities is generally very high, and can meet the teaching requirements.	1.76	0.768	Slightly Agree
11.	Tai Chi teachers can make a clear and reasonable teaching arrangement of the course.	2.10	0.944	Slightly Agree
12.	My university attaches great importance to Tai Chi courses.	2.10	0.995	Slightly Agree
13.	In my university, the offering and development of Tai Chi courses pay more attention to social needs.	2.29	1.146	Slightly Agree
14.	In my university, the opening and development of Tai Chi courses pay more attention to the needs of students.	3.00	1.000	Agree
15.	The opening and development of Tai Chi courses in our university is more in line with the needs of the development of disciplines.	2.24	0.995	Slightly Agree
General Mean		2.50		Slightly Agree

Based on Table 2:

The table above summarizes the perceptions of university faculty on the current state of teaching Tai Chi courses. These perceptions are measured through different parameters, and the mean (Mean) and standard deviation (SD) of each indicator gives us an idea of the general consensus among faculty as well as the variability of their opinions. The overall mean of 2.50 for all indicators represents a slight overall agreement, suggesting that despite the positive aspects of the current teaching of Tai chi, there are still some notable issues that need to be addressed. These may include the development of more comprehensive training programs for teachers and the revision of curriculum design and teaching strategies to more effectively meet the needs of students and the community.

Indicator 4: (Mean 3.57, Standard Deviation 0.598) shows that the teachers strongly agree that the teaching of Tai Chi involves not only learning the movements, but also emphasizes the learning of cultural knowledge and practical skills. This suggests that teachers recognize that a well-rounded Tai Chi education is valuable for students.

Indicator 5: (Mean 3.38, Standard Deviation 0.669) reflects that teachers were very positive about the importance of students' mastery of the styles and characteristics of Tai Chi, perhaps even more so than the set movements. This suggests that teachers believe that learning is more than just imitating movements. Understanding the deeper aspects of Tai Chi is crucial for students to truly grasp the essence of the sport.

Indicator 10: (mean 1.76, standard deviation 0.768) received the lowest level of agreement, suggesting that teachers feel that there is still room for improvement in the current professionalism of Tai Chi teachers. This implies that the teacher community may need further training or improved teacher qualifications. In the open-ended question, six teachers suggested that improving teachers' professional skills is an effective way to improve teaching quality.

Indicator 11: (Mean 2.10, Standard Deviation 0.944) shows only a slight agreement among teachers that tai chi teachers can make clear and rational teaching arrangements. Educational epistemology emphasizes that educators should have the ability to guide and motivate students. Therefore, teachers were called upon to not only teach students the basic movements of Tai Chi, but also to guide them to recognize the cultural values and physical and mental health benefits of Tai Chi. This may point to potential areas where curriculum planning and classroom management need to be improved to better facilitate student learning.

The analysis of the above metrics shows that the highest mean scores indicate that tai chi is seen as a complex subject that requires a comprehensive education. According to Ausubel's epistemology of education, the core of education lies in helping students establish meaningful connections between new and known knowledge. Teachers' perceptions reflect a deep understanding that Tai Chi is not just a series of movements to be learned, but a discipline that contains a wealth of cultural knowledge and practical skills. They agree that teaching requires not only imparting movement practice, but also enhancing the depth and breadth of teaching Tai Chi culture and skills to provide a well-rounded educational experience, which fits well with the educational epistemology of meaningful learning. Chen Yahuan (2019) stated in his study that "single teaching content and weak faculty are the problems that need to be solved in Tai Chi programs in colleges and universities today. The lowest mean scores of the

study data also revealed possible deficiencies or areas for improvement in the teaching of Tai Chi. Lv Yunlong (2019) also pointed out in his study, "The dilemmas of Tai Chi program have the problems of insufficient attention to the teaching of Tai Chi in colleges and universities, low level of teaching staff, lack of interest of students, and inability of on-campus venues to ensure normal teaching. In addition, in the open-ended question, in response to the question of how to improve the Tai Chi course to promote its development, several teachers also pointed out that improving teachers' professional skills, teaching Tai Chi by combining Tai Chi culture and techniques, enriching classroom teaching methods and increasing students' interest in learning are the future directions of the Tai Chi course. The results of the questionnaire data showed that teachers had a low level of agreement with the clarity and rationality of the current teaching arrangements. Although there is a reasonable consensus among teachers on the value and effectiveness of teaching Tai Chi, there is still room for improvement in terms of how to enhance teachers' professional skills and teaching content to better meet educational goals and standards.

4. Conclusion

This study provides an in-depth analysis of the current state of Tai Chi courses in colleges and universities and the challenges they face from an educational epistemology perspective. Educational epistemology emphasizes the connection of new knowledge to prior knowledge and a sense of personal engagement. Analysis of the data from the teacher and student questionnaires revealed that although students showed positive interest in the Tai Chi curriculum and realized the value of Tai Chi education, especially in terms of culture and practicality, their lack of understanding of the pedagogical objectives and superficial understanding of the cultural connotations of Tai Chi led to students showing low interest in practicing Tai Chi on a consistent basis. Teachers also recognized the need to strengthen their professional skills and improve their teaching methods and arrangements to meet students' needs for a deeper understanding of Tai Chi.

1. the current overall impression of the teacher-student community about the Tai Chi program in colleges and universities is positive, but they are deficient in the clarity of the teaching objectives, the depth and breadth of the content, the teaching expertise of the teachers, and their understanding of the culture and practical skills of Tai Chi.

2. students believed that clearer explanations and guidance should be provided for the learning objectives and teaching content, and that teaching methods should be diversified to enhance the fun and attractiveness of teaching Tai Chi.

3. teachers believed that more comprehensive content reforms are needed for Tai Chi teaching, and that Tai Chi teachers need to continuously improve their skills to ensure the use of effective teaching methods to improve the quality of teaching and students' interest in learning.

5. Recommendations

Based on the above conclusions, in order to improve the quality and effectiveness of Tai Chi courses in colleges and universities, and to promote the future development of the courses, this study puts forward the following suggestions:

1. Clarify teaching objectives: Tai Chi teachers in colleges and universities should reassess the reasonableness of their

teaching objectives and clearly communicate and clarify the teaching objectives and expected outcomes of the course to students at the beginning of the course. Ensure that the objectives are aligned with students' learning needs and have personal meaning, which will motivate them to put their newly acquired technical and cultural knowledge into practice.

2. Enhance the adaptability and comprehensiveness of the content: Based on educational epistemology and student feedback, give more consideration to how to motivate students to relate Tai Chi to their daily lives and personal development goals by focusing on the interplay between the technical movements and Tai Chi culture in the instructional design. Make the content interesting and relevant. Increase students' interest in learning and promote meaningful learning experiences.

3. Enhance teachers' professional skills: Colleges and universities should strengthen teachers' professional skills training and encourage them to continue their education to keep abreast of the latest advances in Tai Chi and teaching strategies. Ensure that teachers are able to utilize a variety of teaching tools, such as multimedia teaching, practical exercises, and push-hand teaching, to enrich the classroom teaching format.

4. Enhance students' interest in learning: Promote students' deep knowledge of Tai Chi through innovative teaching methods and more interactive sessions. Such as setting up performance sessions, group cooperation, promoting practice groups and competitions, etc., so that students can actively participate in the learning and transmission of Tai Chi. Significantly integrating students' learning outcomes and needs, helping students understand and experience the profound fitness function and cultural value of Tai Chi.

5. Integrate the needs of curriculum and discipline development: It is recommended that schools work with Tai Chi experts to develop curriculum content that meets the needs and interests of contemporary students, integrating Tai Chi with students' personal development, career planning and healthy lifestyles, and improving the applicability and practicality of education. Promote students' long-term participation in Tai Chi. With these comprehensive suggestions, it can be expected that the Tai Chi curriculum will achieve better development and results in the future physical education teaching in colleges and universities, which not only promotes the inheritance and promotion of Tai Chi, but also improves the students' sports literacy and quality of life.

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