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Experimental Study on Implementing Happy Physical Education in Taekwondo Teaching

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Abstract. Taekwondo teaching can effectively enhance students' physical and psychological qualities, promoting their holistic development. Actively integrating the teaching methods of Happy Physical Education into Taekwondo instruction can achieve positive results. This paper first analyzes the characteristics of Taekwondo as a sport, the traditional teaching model, and the value of the Happy Physical Education concept, arguing the necessity of teaching reform. Then, it identifies difficulties encountered during implementation, such as stimulating student interest, ensuring safety, conflicts in assessment, and changes in teachers' philosophies, and further analyzes the causes including the impact of exam-oriented education, limited venues, lack of teacher training, and imperfect evaluation mechanisms. Finally, the paper proposes implementation strategies including innovative teaching design, optimized environmental configuration, improved teacher training, and establishment of a diversified evaluation system. This study aims to provide a reference for enhancing the effectiveness and enjoyment of Taekwondo teaching.

Keywords: Taekwondo Teaching, Happy Physical Education, Implementation Difficulties, Cause Analysis, Strategies

1. Introduction

Currently, physical education increasingly emphasizes the concept of "Happy Physical Education," which aims to stimulate students' interest in sports and enhance their learning experience. Taekwondo, as a sport integrating competition, fitness, and character development, is widely popular among adolescents. However, the traditional Taekwondo teaching model often places excessive emphasis on technical training and competitive performance, while neglecting students' emotional experience and interest cultivation. How to effectively integrate the concept of Happy Physical Education into Taekwondo teaching, motivate students' active participation, and overcome difficulties during the implementation process has become an urgent and important research topic. This paper aims to explore an experimental study on implementing Happy Physical Education in Taekwondo teaching, with the hope of providing theoretical support and practical guidance for optimizing teaching practice.

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2. Difficulties in implementing happy physical education in Taekwondo teaching

2.1. Difficulties in stimulating student interest

Because the competition-oriented teaching model causes some students to develop boredom from intense and repetitive training, additionally, some students are naturally introverted or physically weaker, leading to fear during the implementation of confrontational exercises. Moreover, when teaching only emphasizes the correctness of movements, it fails to fully mobilize students' enthusiasm and initiative in learning. If the course content is detached from students' real-life experiences—for example, difficult-to-memorize Poomsae (forms)—it becomes a mechanical memorization task that easily causes students to lose interest in participation [1]. Furthermore, adolescents generally have difficulty maintaining attention for extended periods, yet the skill acquisition process requires highly focused attention. Therefore, the teaching focus must shift from skill instruction alone to cultivating interest, combining education with enjoyment.

2.2. Pressure of ensuring teaching safety

Since Taekwondo is inherently a contact sport, safety protection is always a critical concern. Improper control during kicking practice can cause soft tissue contusions; sprains may occur during sparring simulations due to falls. The free exploratory learning promoted in Happy Physical Education can also push students' excitement beyond safe limits, thereby introducing potential safety hazards [2]. The suitability of venues and equipment greatly affects the effectiveness of protection, as many advanced airborne techniques lack proper mats for effective cushioning. Even when protective gear is worn, its effectiveness is diminished if not used correctly.

2.3. Conflict with traditional assessment methods

The existing evaluation system, dominated by belt promotion, focuses heavily on the technical proficiency of skills, which completely deviates from the evaluation philosophy of Happy Physical Education. Traditional teaching goals emphasize standardized movements that are performed "correctly." Now, the focus should shift to teaching students how to enjoy the process of making mistakes. For example, "creative Poomsae" has no fixed rules for quantitative measurement. While "cooperative sparring competitions" can assess whether sports skills are executed properly, they cannot evaluate the strength of competitive awareness. The transition from quantitative indicators to establishing a diversified evaluation system is especially important to overcome parents' desire for rank certificates, thereby creating a comprehensive record system that reflects students' multifaceted development.

2.4. Obstacles to teachers' conceptual transformation

Most teachers with a background in martial arts are accustomed to teaching in an authoritative manner and have confidence in their own martial arts skills. However, their entire cognition is often confined to the idea that "strict teachers produce excellent students." Allowing students autonomy in classroom exploration is perceived as relinquishing their dominant position [3]. Some veteran teachers, lacking knowledge in educational psychology, find it difficult to design gamified lesson plans aligned with cognitive principles. They also tend to rely on verbal commands and conduct simple, routine drills similar to broadcasting exercises. The absence of professional training in

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teaching and research leads to outdated and monotonous educational methods. Without adequate training, interdisciplinary and integrated teaching models struggle to make breakthrough progress.

3. Cause analysis of difficulties in implementing happy physical education in Taekwondo teaching

3.1. Inertia of exam-oriented education

China's basic education has long been influenced by the mentality of advancing through exams. School administrators still allocate limited time primarily to core subject preparation. Even when Taekwondo courses are offered, they are taught mainly with the goal of "meeting physical fitness standards," focusing solely on technical skills rather than students' personal interests, resulting in a utilitarian approach. Parents often equate assessment ranks with competence and continue to expect teachers to use "physical fitness standard" teaching methods. The genuine idea of learning collaboratively with peers and progressing together cannot be effectively put into practice [4].

3.2. Limitations of venue and equipment conditions

Most primary and secondary schools lack facilities that meet international standards. Existing temporary or converted gymnasiums suffer from limited space and issues such as water accumulation and slippery floors. Even if some equipment like kicking pads and protective gear is installed, it is difficult to ensure all students can participate simultaneously, inevitably resulting in a "one student, one pad" situation, which negatively impacts the implementation of interactive and communicative game-based activities [5]. Additionally, the absence of intelligent teaching devices such as electronic scoring systems and motion capture equipment prevents teachers from accurately collecting students' movement data, thereby hindering timely feedback and guidance. On one hand, hardware deficiencies pose potential safety risks during exercise; on the other, they limit the application of contextualized and gamified teaching methods.

3.3. Lack of teacher training system

Currently, teacher training focuses on skill development while undervaluing the study of educational and teaching theories. School curricula emphasize knowledge of sports training but neglect mastery of educational principles. In-service training primarily centers on referee certification and discussions of competition tactics, lacking specialized training on children's psychological development and gamified curriculum design. Teaching and research activities tend to be superficial, and cross-regional teaching observations are often cursory imitations without in-depth case discussions or reflective teaching practice. The pathway for professional development is fragmented, failing to break through the constraints of experiential learning to achieve genuine professional growth.

3.4. Incomplete evaluation mechanism

The current assessment system still primarily uses technical movement accuracy as the main standard and evaluates students on a "pass/fail" basis rather than a "growth-oriented" approach. Students are forced to undergo high-intensity training to obtain promotion certificates, while their creative expression is constrained by procedural frameworks. Due to the lack of formative assessment, elements such as cooperative inquiry and emotional experience in class cannot be

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quantitatively reflected. Educational administrative departments have not established effective supervisory measures, and the diversified evaluation methods independently designed by schools lack authoritative guidance. This one-dimensional evaluation orientation restricts the achievement of the holistic development goals promoted by Happy Physical Education.

4. Strategies for implementing happy physical education in Taekwondo teaching

4.1. Innovative teaching design methods

Break away from the traditional linear teaching method by adopting a scenario- and task-driven approach. For example, in a "Jungle Adventure" themed course, the side kick can be taught as a movement to dodge vines and obstacles in the jungle. The "Jungle Adventure" involves role-playing to learn various offensive and defensive techniques, such as side kicks. Combining students' interests with AR virtual reality technology, an AR-based "Jungle Adventure" combat mode can be created, where students wear specially designed sensor suits to spar with virtual opponents, experiencing the sense of achievement from the "Jungle Adventure." Introduce a tiered task challenge system with progressively difficult challenges, from basic footwork to simple skills and then combination sequences, setting goal rewards for achieving learning milestones. Develop cultural course class challenge sheets to increase the fun of task challenges. Hold a creative Poomsae innovation competition every two weeks, incorporating popular music elements to choreograph original routines.

4.2. Optimizing teaching environment configuration

Construct a safe and intelligent training space by installing professional non-slip floor mats and designating color-coded functional zones: a red zone for strength training and a blue zone for flexibility exercises. Equip adjustable-height mobile target racks to accommodate different age groups and install 360-degree panoramic surveillance cameras to enable instant playback and correction of movements. Develop an IoT management system to monitor equipment usage in real time and improve the turnover efficiency of protective gear through a reservation system [6]. Install interactive projection walls that transform tedious movement breakdown demonstrations into touchscreen games, allowing students to click on human body models to view animated analyses of muscle movement trajectories.

4.3. Improving the teacher training mechanism

Establish a hierarchical and progressive training system. Newly recruited teachers are required to complete certification courses in child psychology, while core teachers participate in interdisciplinary workshops to learn gamified teaching strategies. Collaborate with universities to offer "Sports Education + Technology Integration" advanced training programs, focusing on digital skills such as motion capture data analysis and VR courseware production. Implement a mentorship system where experienced coaches lead young teachers in classroom observation and diagnosis, and organize monthly teaching case study salons. Set up special funds to support teachers' exchange and study visits to the Kukkiwon in South Korea, introducing internationally advanced dynamic evaluation models for belt assessments.

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4.4. Establishing a diversified evaluation system

Construct a three-dimensional evaluation model: the technical dimension uses electronic scoring systems to quantify the speed and angular accuracy of leg techniques. The process dimension records participation in inquiry-based learning through learning portfolios. The emotional dimension applies peer assessment scales to measure team collaboration performance. Develop a dedicated app to realize visualized growth management, allowing parents to monitor their child's progress curve in real time. Abolish the single promotion exam system and replace it with a combination of quarterly skill showcases and an annual martial arts festival, setting special awards such as Best Creativity and Most Improved Star. Link belt promotion to community service activities, requiring candidates to complete community teaching practice to receive certification.

5. Conclusion

This paper reveals the difficulties encountered in implementing Happy Physical Education in Taekwondo teaching, including stimulating student interest, ensuring teaching safety, addressing assessment conflicts, and transforming teachers' concepts. It further analyzes the underlying causes such as the influence of exam-oriented education, limitations of venues and equipment, lack of teacher training, and incomplete evaluation mechanisms. In response to these difficulties and causes, this study proposes strategies including innovative teaching design, optimized environmental configuration, improved teacher training, and the establishment of a diversified evaluation system. Through comprehensive measures, the integration of the Happy Physical Education concept into Taekwondo teaching can be effectively achieved, overcoming implementation barriers, enhancing teaching effectiveness, and promoting students' holistic development.

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