
A Comparative Study of Cultural Education Patterns of Chinese and Korean Taekwondo Athletes

Lijun Wang ^{1, a}, Bing Duan ^{2, b, *}, Lihua Lv ^{3, c}

¹Yancheng Teachers University 224002, china

²Tonghua normal University 24341, china

³Suzhou Nanhuan Experimental Middle School 215000, china

^aWanglj432@126.com, ^{b, *} 87778133@qq.com, ^c 3224536341@qq.com

Abstract

By analyzing and comparing the culture and education training mode of Taekwondo athletes between China and Korean, the problems and shortcomings in the culture education training mode of Taekwondo athletes in China are revealed. With the help of successful experience and systematic and scientific management methods of Taekwondo athletes in Korean, combined with theory and practice, a suitable learning method is explored and designed for Taekwondo athletes in China. It provides a cultural and educational model which can effectively improve the cultural level of the athletes and can be used for the future generations to learn from them. In order to provide strong theoretical support and basis for training and teaching of Taekwondo sports teams in China, a new idea is opened up for coaches to better arrange athletes' learning and training.

Keywords

Chinese and Korean , Taekwondo athletes' culture and education mode, the contradiction of learning and training.

1. Introduction

With the rapid development of science and technology, the competition between competitive sports is not only a competition for gold medals. However, the development of science and technology depends on education, so it is equivalent to the competition between the level of culture and education that athletes have. The cultural education of our Taekwondo athletes stems from the planned economy system [1]. However, under the new situation of transition to a market economy system, the research on cultural education mode of competitive athletes has been the focus of theoretical and practical research both in domestic and abroad sports field. With the gradual improvement of the market economy system reform, there are also problems in cultural education and training of athletes in the form of "nationwide system". By analyzing and comparing the culture and education training mode of Taekwondo athletes between China and Korean, the problems and shortcomings in the culture education training mode of Taekwondo athletes in China are revealed [2]. Based on the successful experience of Korean Taekwondo athletes cultural education, the aim is to improve the cultural and educational level of our Taekwondo athletes and to achieve the social adaptability of the athletes. Furthermore, it can promote the healthy, rapid and sustainable development of the Taekwondo sports [3]. At present, finding a new training mode suitable for Chinese Taekwondo athletes' cultural education is a serious problem faced by researchers at present, and is also the purpose of this paper. Nowadays, the system of cultural education of Taekwondo sports in our country has no innovation and improvement, and it is in the state of wandering. The most urgent task is to explore a sustainable

development strategy suitable for China's social, political and economic reality, and to improve our Taekwondo sports culture education and training mode [4]. It provides a useful reference for the reform and development of Taekwondo sports in China, and has great significance for the sustainable development of sports industry and the leading position of our Taekwondo sports in the world [5]. Therefore, only by ensuring the overall improvement of the Taekwondo sports team's cultural quality can we better promote the development of athletes' personal cultural quality so as to promote the development of sports culture and make the Taekwondo sports develop well [6]. However, the coordinated development of athletes' cultural education and sports training and complementary development will be a serious problem we must solve at present. By analyzing and comparing the culture and education training mode of Taekwondo sports athletes between China and Korean, we strive to explore a sustainable development model suitable for the actual situation of China's social politics and economy. It is beneficial to improve the cultural education of Taekwondo sports athletes in China's Taekwondo sports development.

2. Problems in the Cultural Education Model of Taekwondo Athletes in China

2.1 Inactive Learning Motivation

According to the survey, the number of Taekwondo athletes participating in sports training every week in colleges (taking Shenyang Sports Institute as an example) is: It takes 2 hours to train every afternoon. Therefore, after the exercise training, the athletes should make up for the learning time of cultural courses delayed by training, and the study time should be over 2 hours. However, it is understood that the time for athletes to learn from culture is usually 1-2 hours, or even less than 1-2 hours. The time of athletes spent on training is less than that of other students. This not only reflects the problems existing in our Taekwondo sports training and culture education, but also reflects the negative attitude of Taekwondo athletes to learning cultural courses [7]. On the contrary, they lack the motivation to study culture course. Obviously, we know that athletes need motivation in training, but ignore that athletes need a lot of motivation in the course of cultural learning. However, in the continuous development and change of the society, the strong degree of the athletes' self-learning will determine the speed and effect of the athletes to learn new things.

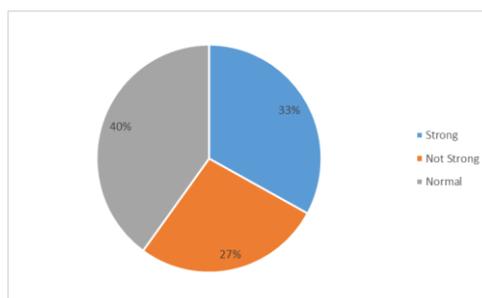


Figure 1. The distribution of learning motivation of athletes in Taekwondo teams

As shown in figure 1, according to the results of the survey, it is found that the proportion of the athletes who have a general motivation for learning is the highest, accounting for 40% of the total number of respondents. Therefore, from the general point of view, the athletes are not very optimistic about the cultural learning, which is one of the reasons for the low cultural level of the professional athletes. The reason is that there is a conflict between learning and training, and the coaches do not pay attention to the learning of the athletes' cultural courses. In addition, athletes lose their motivation in learning and training when professional athletes are admitted to college as single-stroke exams. In their own opinion, whether or not they participate in school training is their own, and the school will not impose any restrictions on them [8].

2.2 Influence of Cultural Education Mode on Athletes in Nationwide System

In the situation of China's "national system", the training of most parents or coaches for Taekwondo athletes is to send athletes to the corresponding sports schools. As a result, athletes only focus on training and lack cultural learning when they are very young. However, for the outstanding athletes of different ages and special groups, there are a lot of shortcomings in the implementation of cultural education. From the point of view of pedagogy, the study of youth culture course should pay attention to the stage and unbalance of its education. Education work should be carried out in stages according to the characteristics of different age groups. In addition, we should grasp the critical period of athletes' physical and mental development at different ages, and plan targeted education for cultural and professional skills. [9] As shown in figure 2, taking Shenyang Sports Institute as an example, the age of the athletes is mainly between the ages of 16 and 26. It is the time for ordinary students to graduate from high school to college. However, in terms of the athletes, they not only bear the glory for the country in the field of sports development and mission, they also carry out cultural learning and cultural knowledge and to increase their comprehensive quality. Therefore, when athletes' sports training and education problems are very inconsistent, it will increase their own pressure, which will affect training and fail to achieve the desired results.

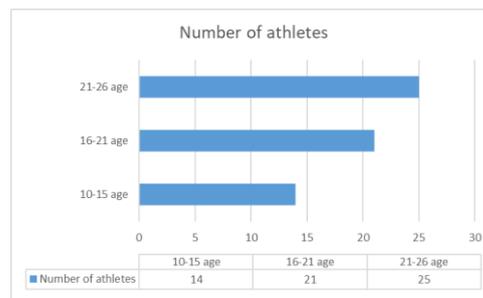


Figure 2. Age distribution of athletes

3. Comparison of the Management System of Chinese and Korean Taekwondo Athletes

Because of the different sports atmosphere and the governance idea in each country, the attitude of each national government to competitive sports is different. As a result, the management system of competitive sports in each country is very different. The sports management system is a general term for deciding the that sports departments run for all aspects of physical training and related sports, and is the guarantee for achieving the general goal of sports. According to the financial input and control degree of different countries to their respective sports, the competitive sports management system in the world is divided into four types. A comparative analysis of the differences between Chinese and Korean Taekwondo sports management system is helpful for a deeper understanding of the differences between Chinese and Korean Taekwondo athletes' cultural education methods [10].

3.1 The Comparison of the Government's Sports Management Functions

At present, the fast development of the economy and the good foundation of the sports masses are the countries that carry out the sports management system based on social management. Generally speaking, the governments of this country usually assign sports management affairs to the market and social organizations. The government does not set up specialized sports management institutions to put sports in the position of autonomy. The government only encourages and helps Taekwondo athletes' cultural learning through financial input and related policies, so it will not directly interfere with the cultural education of Taekwondo athletes. The typical representative of social management is the United States. According to the relevant laws and regulations, the United States does not directly participate in the management of competitive sports. Its management is mainly implemented by the

Olympic Committee of the country, and the management implemented by the Olympic Committee represents the United States in the world. In the country with the compound sports management system, the quasi administrative organizations and the sports associations are responsible for the management of competitive sports. In the process of management, management and macro-control are carried out jointly by the will of government and the management of the company. However, in recent years, Australia, which adopts this management system, is gradually increasing the government's macro regulation and management of competitive sports, and the ability of state intervention is gradually increasing. However, under the sports management system of the government management system, the government will have a special administrative organization to manage sports, and then manage and control the sports industry in the whole country. The state government has a pivotal position in the middle of the country. China is the representative country of this system. Based on the above content, it is known that the sports management system based on social management in the United States is mainly based on the market. The influence of the government on sports management is very small, only financial allocations and the ability to formulate related sports policies. Compared with the social management system in Australia, the government has strong ability to intervene in the management system of Taekwondo sports, and the government directly participates in the management of Taekwondo sports management system. The government has fully managed the management system of Taekwondo sports athletes, and the government's ability to intervene in the management system of Taekwondo sports is the strongest.

3.2 Comparison of Cultural Education of Chinese and Korean Taekwondo Athletes

In China, the cultivation of Taekwondo athletes' culture and education mainly depends on all kinds of sports schools. The state invests funds to support the training, forming a "one dragon" training system from national team and provincial sports teams to amateur sports schools. However, for our coaches and parents, they hope their athletes and children can enter a higher level sports team for professional training, and ignore the importance of cultural education to children's future. The work of school physical education in our country is to cultivate a higher level of athletes and to make a small effort for the reserve force of national sports. However, most schools often do not have the corresponding mechanisms, conditions and functions in the implementation of this task because of the separation of teaching and learning.

In Korean, most of the cultivation of cultural education for Taekwondo athletes is implemented through schools or clubs. The training competition is conducted by the National Association of Secondary Schools Athletics Association and the National Collegiate Athletic Association (NCAA). Taking school as the training center, the United States rely on the school's amateur training to form a complete training system. Therefore, while students are learning scientific and cultural knowledge, the talent of sports has also been excavated and displayed. The physical education is managed through its sound sports organization and management institutions, legal means and rules and regulations. The United States also use college scholarships to attract outstanding athletes. The Russian sports school not only solves the sports training problem of the athletes, but also cultivates a powerful reserve talent for competitive sports for the country. Most of the Russian national team athletes are from the various sports schools. However, the culture and education of competitive sports athletes in Australia is mainly carried out in the two major fields of school and community club system.

In Korean, the education of competitive athletes is mostly conducted through schools or clubs. The training competition is sponsored by the National Taekwondo association and the National college sports Association (NCAA). The United States uses schools as training centers to form a complete training system through amateur training of schools. Therefore, while students learn scientific and cultural knowledge, Taekwondo talents are also discovered and displayed. Physical education is managed through sound sports organization management institutions, legal means and rules and regulations. South Korea also uses University scholarships to attract outstanding Taekwondo athletes. The Korean Sports School not only solves the problem of sports training for athletes, but also trains

powerful Taekwondo reserve talents for the country. Most Taekwondo athletes in South Korea come from different sports schools.

4. Conclusion

The United States, Russia and Australia all attach great importance to the culture and education of athletes. Three countries are strictly demanding that athletes have to meet the basic requirements of the school for the students, and then engage in competitive sports. Therefore, while providing a reasonable training time, it also guarantees the cultural education of the athletes. In view of the problems existing in the cultural education of competitive sports athletes in China, the reasons are found out. Drawing on the advanced experience of the United States, Russia and Australia, we gradually combine our competitive sports with education, training and scientific research, and explore a culture education training mode suitable for China's national conditions and competitive sports with Chinese characteristics. The status of competitive sports is becoming more and more important in the world. The development of competitive sports athletes' comprehensive quality plays an important role in international sports. It is urgent to speed up the development of competitive sports athletes in all aspects.

South Korea attaches great importance to the culture and education of Taekwondo athletes. The state strictly requires athletes to meet the basic requirements of the school for students and then engage in Taekwondo. Aiming at the problems existing in the culture education of Taekwondo athletes in our country, find out the reasons, and scientific research to explore cultural and educational training models suitable for China's National conditions and Chinese characteristics of Taekwondo athletes plays an important role in international sports. It is imperative to accelerate the development of Taekwondo athletes in all aspects.

Acknowledgments

Fund projects: Jiangsu province Education Science "Comparative Research on Teaching and Training Model of Chinese and Korean" "13th Five-Year Plan" "Teacher development project" (J-c/2016/08).

References

- [1] Johnson, W. E. (2016). Physical education identification of trail leg recovery acceleration curve profiles for use in matching track and field athletes to events. *Pathologie Biologie*, 4(9), 1447-62.
- [2] Grace, J., Duvenage, E., & Jordaan, J. P. (2015). Electrocardiographic patterns in african university strength and endurance athletes of zulu descent. *Journal of Sports Medicine & Physical Fitness*, 55(11), 1383.
- [3] Clemente, F. M., Nikolaidis, P. T., Martins, F. M. L., & Rui, S. M. (2016). Weekly physical activity patterns of university students: are athletes more active than non-athletes?. *Springerplus*, 5(1), 1808.
- [4] Korminouri, R., Macdonald, S., Farahani, M. N., Trost, K., & Shokri, O. (2015). Academic stress as a health measure and its relationship to patterns of emotion in collectivist and individualist cultures: similarities and differences. *International Journal of Higher Education*, 4(2), 92-104.
- [5] Karakaya, Y. E., Brusseau, T. A., & Karademir, T. (2015). The relationship between student athletes' behaviour in the classroom and teachers' burnout level. *Biomedical Human Kinetics*, 7(1), 163-170.
- [6] Nixdorf, I., Frank, R., & Beckmann, J. (2015). An explorative study on major stressors and its connection to depression and chronic stress among german elite athletes. *Advances in Physical Education*, 5(4), 255-262.
- [7] Harrison, C. B., Gill, N. D., Kinugasa, T., & Kilding, A. E. (2015). Development of aerobic fitness in young team sport athletes. *Sports Medicine*, 45(7), 969.

- [8] Maciejczyk, M., Wiecek, M., Szymura, J., Szygula, Z., & Cempla, J. (2015). Physiological response during running in athletes with similar body mass but different body composition. *Science & Sports*, 30(4), 204-212.
- [9] Pelliccia, A., Corrado, D., Bjørnstad, H. H., Panhuyzenoedkoop, N., Urhausen, A., & Carre, F., et al. (2016). Recommendations for participation in competitive sport and leisure-time physical activity in individuals with cardiomyopathies, myocarditis and pericarditis. *European journal of cardiovascular prevention and rehabilitation: official journal of the European Society of Cardiology, Working Groups on Epidemiology & Prevention and Cardiac Rehabilitation and Exercise Physiology*, 13(6), 876.
- [10] Cook, B. G., Li, D., & Heinrich, K. M. (2015). Obesity, physical activity, and sedentary behavior of youth with learning disabilities and adhd. *Journal of Learning Disabilities*, 48(6), 563.