

The Value of Incorporating Boxing Courses in Physical Education Teaching in Colleges and Universities

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Abstract: Boxing courses have high teaching value, such as enriching the content of physical education courses, improving college students' physical fitness, exercising their self-protection ability, and implementing the requirements of moral education. To fully realize the value of boxing courses, it is necessary for colleges and universities to actively offer boxing elective courses, organize boxing clubs, establish professional sports teams, use virtual reality technology, increase the proportion of basic training in the curriculum, and integrate in-class and out-of-class activities to expand the spatial and temporal scope of boxing teaching.

Keywords: Physical education; Colleges and universities; Boxing course; Teaching value; Teaching methods

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1. Introduction

Boxing plays a positive role in the development of human potential. Yet, the development of boxing in China started late and the pace of boxing courses in colleges and universities lags behind many Western countries. The reason for this is that the full value of boxing has not yet been explored, and optimizing the curriculum system and carrying out teaching activities based on this value is essential. Therefore, this paper analyzes the multiple values of boxing courses in college physical education, and based on the results of the analysis, puts forward the basic methods to leverage the advantages of boxing and improve the content of boxing courses.

2. The value of boxing courses in college physical education teaching

2.1. Enrichment of curriculum content

Many college students lack the motivation to engage in sports. By incorporating boxing courses, which are already of interest to students, colleges can make this emerging sport a focal point of their physical education programs. This approach will capture students' attention and increase their enthusiasm for the course. At the same time, boxing is divided into two categories: professional boxing and amateur boxing, and many other

courses can be extended around the requirements of different boxing events, competition regulations, and forms of competition and performance. The content of the lessons can be further enriched, and it can also continuously mobilize students' enthusiasm ^[1].

2.2. Improvement of students' physical fitness

Boxing has high requirements for the individual's explosive force, physical flexibility, and coordination, so the teacher will carry out targeted teaching and training in the boxing class. Students can improve their physical quality through the normative guidance of teachers and coaches as well as regular study and training. For example, in boxing, individuals should have relatively stronger absolute strength, faster punching speed, and better body stability and flexibility. To achieve this, teachers typically conduct upper and lower limb strength training, core stability training, and reaction force training. After a long period of self-weighted and instrumental strength training, students' muscular endurance will be maintained at a high level; and through flexible training with more external stimulus sources, students can quickly judge the landing point of their opponent's punches, apply techniques and tactics according to the opponent's punching angle and strength, and adjust their punching strategy or body shape and footwork in a timely manner. In this kind of practice, students' body functions will be fully mobilized, and the body's strength, reaction, and flexibility potentials will be greatly developed. At the same time, practical investigations have shown that even if students only complete the basic physical and endurance training according to the teaching program, there will be significant increases in their lung capacity, body flexibility, and resistance strength.

2.3. Training of students' self-protection ability

Boxing is equivalent to hand-to-hand combat, the two sides of the sport are offensive and defensive confrontation, which has high physical requirements, individual reaction speed, and mental concentration. After continuous, disciplined boxing learning and training, the human brain will form a conditioned reflex, and the muscles will also acquire the memory of confrontation or recoil. In this way, once students encounter danger, their bodies can react quickly based on the results of their usual learning and training, and students will have a stronger self-protection ability. For example, teachers will often let students conduct one-to-one group training in boxing class, requiring students to react according to the distance and speed of the opponent's punches. This kind of training in "danger" will stimulate human potential and improve students' ability to anticipate and react to danger. Students will be able to react more easily when they encounter similar dangers in their lives. Continuous physical exercise will enhance students' endurance. In situations where they need to run or jump to avoid danger, their improved cardiorespiratory function and willpower can be crucial ^[2].

2.4. Implementing the fundamental task of cultivating moral integrity in colleges and universities

Lifelong learning is the primary teaching task of colleges and universities; and boxing, as a sport that can sharpen the will, beautify the body and mind, and promote friendship, naturally helps institutions to implement the fundamental task of lifelong learning and promote the teaching of civic and political education. For example, to achieve better athletic results, teachers in boxing courses will not only teach the basic techniques and organize practice sessions but also introduce other sports and exercise methods such as track and field, rope skipping, and gymnastics. They will require students to gradually increase the intensity of their exercises, challenging the limits of their bodies and wills. During the training process, students' perseverance and determination can be inspired by the spirit of struggle and an indomitable will. Teachers explain the organization of boxing matches and refereeing rules, requiring students to participate in intra-group or intra-

class matches or simulated matches. This approach helps cultivate students' moral qualities, such as modesty, courtesy, adherence to rules and coaches, and respect for opponents. These qualities, developed through boxing, contribute to a healthy outlook for college students.

3. The methods of leveraging the value of boxing courses in college physical education teaching

3.1. Offering boxing elective course

To give full play to the educational value of boxing courses, colleges and universities should first expand their coverage. Both general colleges and sports colleges and universities should base on the resource advantages of existing sports teaching and offer boxing elective courses. The courses should take into account the interests of students of different ages and bases in boxing, and set up basic interest courses and technical enhancement courses in a hierarchical manner. Instead of a single division of theoretical knowledge, practical training courses should be included. The goal of teaching is to let students fully understand the boxing culture, the origin and development of boxing, the current development of modern boxing, agree with and respect the rules of boxing and refereeing methods, and be able to watch and understand boxing matches.

The elective courses should be open to students of all grades to cater to different student needs. For example, assuming a student is in their second year of college but still need to strengthen their boxing foundation, they can choose to enroll in basic elective courses to continue consolidating their skills. Teachers will then judge the students' fundamentals through a period of teaching observation and performance evaluation, and recommend that students who have grown more rapidly or have a firmer grasp of boxing techniques take the Technical Enhancement Course in the second half of the course. In the technical enhancement class, the primary focus is on combination exercises, hand target hitting, and target holding. After a period of practice, students will be allowed to wear protective gear to participate in more dynamic drills. This approach helps students experience the enjoyment of learning boxing at different stages and facilitates the transformation of theoretical knowledge into practical sports skills^[3].

3.2. Organizing boxing clubs

Club activities have always been a kind of after-school and on-campus activities that attract college students' interests; orderly club activities can help to stimulate students' enthusiasm for learning and exploring and turn after-school time into learning time, so as to improve their skills. Therefore, colleges and universities can also organize campus boxing clubs to leverage the value of boxing courses.

Unlike elective courses, the methods of boxing learning within the club are flexible, and students of different genders and basic levels can participate in it. Schools can provide guidance and assistance for the establishment of clubs and the development of club activities, such as hiring professional boxing teachers and coaches within the school as club instructors or inviting athletes and managers from boxing clubs outside the school as club teachers. Teachers, based on students' proposed plans for club activities, work with them to develop club activity programs and club boxing training class programs. In boxing learning, the instructor can use both online and offline means, such as offline one-on-one special techniques for club members, to provide them with ways to learn boxing knowledge and gain boxing skills according to students' individual differences; or using online remote observation and guidance to understand the daily training of the boxing club and to monitor and guide the training process of the students. Schools should also provide training venues for club activities and the necessary training equipment to support the school clubs under the premise of safety exchanges and competitions, broaden the horizons of students' boxing sports, and improve their boxing skills^[4].

3.3. Forming professional sports teams

Professional sports teams that compete and win prizes not only boost students' pride and self-confidence in boxing but also enhance amateur boxing teaching and training activities. This, in turn, helps elevate the overall quality of boxing instruction at the school. Therefore, colleges and universities should also set up professional boxing teams around the requirements of the National University Boxing Championships.

Before forming the team, it is essential to conduct comprehensive and strategic planning. This includes defining the team size and equipping it with coaches, nutritionists, a medical team, and suitable training venues and equipment. Additionally, training plans should be developed in alignment with the competition schedule. One of the members of the sports team can be selected from the school. A strict and scientific assessment plan is developed in accordance with the standards of sports events. Students with outstanding physical quality, strong will, and a love of boxing are selected to join the sports team ^[5]. Secondly, excellent boxing talents can be selected from grassroots sports schools and added to school boxing. Thirdly, it is also possible to independently recruit athletes who have the certificate of national level 2 athletes and above, or who have achieved excellent results and outstanding performance in boxing events above the provincial level after the sports team is formed. The management mode of the sports team should be in line with the management mode and methods of boxing teams at the provincial level and above, reasonably arranging cultural classes, training classes, and rest time for the players, and providing indispensable medical and other services and guarantees. At the same time, schools should actively promote the boxing culture and sport on campus around the training achievements and tournament results of the sports team and organize campus cheerleaders to cheer for the school's boxers. It is also possible to form professional sports teams to participate in boxing elective classes regularly, so as to further enhance students' understanding of boxing through humanistic exchanges and interactions, and to give them a concrete and intuitive knowledge of the charm of boxing.

3.4. Use of virtual reality technology

Virtual reality (VR) technology can create a virtual environment without the limitations of actual teaching, make up for the shortcomings of the traditional teaching and training mode, and promote the innovation of boxing teaching. Therefore, colleges and universities should try to coordinate funds, technology, and other resources to promote VR technology in the boxing classroom.

Some examples include the use of desktop computers, VR glasses, VR all-in-one machines, strike pad training, and sparring training. Strike pad training involves students holding handles and striking illuminated spots on a humanoid target. The position and flashing frequency of these spots are randomized to enhance students' reaction time, improve punching speed, and increase training intensity by keeping their focus sharp ^[6]. As for the sparring training, two students wear VR glasses at the same time to enter the virtual match scene and practice sparring according to the time and rules of the match to improve students' motivation to train and reduce the fatigue of the body by mobilizing the brain. At the same time, the VR equipment will be connected to the big data platform, the data collected by the equipment terminal such as students' punching speed, reaction speed, heart rate, etc. will be calculated by the big platform, presenting the students' practice status and results when compared with the physical analysis and other models. Teachers will then adjust the training plan for the next stage by combining each student's age, physical foundation, and daily boxing learning.

3.5. Increasing the proportion of basic training

Since most students have no systematic contact with boxing before college, and their physical quality is relatively general, teachers should appropriately increase the proportion of basic training in boxing teaching in colleges and universities ^[7]. Through this basic training, students can adapt to the intensity of boxing, laying

a solid foundation for the sport. This gradual development of their skills ensures they build confidence and stamina without becoming overwhelmed or exhausted.

First of all, teachers and coaches should establish an ideal basic training system based on the academic situation, unify the training concept, and prepare and implement the basic training program in stages. For example, basic training can be divided into general physical training and special physical training. General physical training is divided into strength, endurance, speed, agility, flexibility, and other quality training. The use of training tools can be sit-ups, push-ups, 5 5-kilometer running, variable speed running, and a variety of stretching activities. Special physical training is divided into speed strength, strength endurance, anaerobic endurance, and reaction speed. The means of training may include rapid flat thrusts, lunge jumps, pulling elastic bands for punches, hitting moving hand targets, and alternating between interval training, circuit training, and complete training methods. Basic training can be done weekly, with 2–3 training events a week, progressing sequentially. For example, the first week could be air striking + live pairing training, prepped by jumping rope and dynamic stretching. The training would mainly consist of wearing boxing gloves and helmets for practical exercises. Teachers can allow students to jog or perform slow swing jump rope exercises for recovery. This decision should be based on visual observation or data monitoring to ensure that students have reached approximately 85% of the training intensity^[8].

3.6. Integrating in-class and out-of-class activities

Effective use of boxing curriculum resources to improve teaching quality also requires adherence to the basic model of integrating in-class and out-of-class activities. That is, under the principles of interaction, supplementation, and effectiveness, the extension of the boxing curriculum is expanded^[9].

For example, it is better to explain the rules of boxing in classroom teaching than to integrate in-class teaching with out-of-class observation of the match; before the class, students are informed of the main form, objectives, and content of this course through the activity list, and they are asked to preview the coursework and video on their own to understand the boxing match. At the beginning of the lesson, students travel to the arena to observe a boxing match. After the observation, students are required to write a report on their learning experience from a perspective of their choice. It can be written from the refereeing point of view, using the pre-course knowledge to analyze and discuss the refereeing results and methods of the match^[10]. Students can also analyze and discuss the technical level and results of both fighters from the perspective of boxing technology application. Teachers then organize online discussions for students to communicate freely to create a positive atmosphere for open learning. It not only further stimulates students' interest in boxing, but also meets the boxing learning needs of different students.

4. Conclusion

To sum up, boxing has diversified values in physical education teaching in colleges and universities, so it is necessary for colleges and universities to adjust the teaching mode based on the value and advantages of boxing. Students can learn about boxing through a combination of in-class and out-of-class activities, as well as online and offline experiences. This approach helps generate interest and enthusiasm for sports, including boxing. Active participation in boxing not only enhances physical fitness but also improves exercise quality and fosters the development of valuable social skills.

Disclosure statement

The author declares no conflict of interest.

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