

Innovative Teaching Methods for University Martial Arts Classes Based on Multiple Intelligences Theory

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ABSTRACT

This study focuses on the innovative application of multiple intelligence theory in martial arts education at higher education institutions. Addressing issues such as the limited scope of traditional martial arts teaching methods and the neglect of individual student differences, the study introduces Howard Gardner's theory of multiple intelligences to explore pathways for integrating this theory with the content of martial arts courses at higher education institutions. The study proposes a framework for constructing teaching methods based on the theory of multiple intelligences, including terminology analysis and discussion for linguistic intelligence, action structure analysis for logical-mathematical intelligence, visualisation-based teaching for spatial intelligence, rhythm coordination for musical intelligence, and practical training for bodily-kinesthetic intelligence. It also designs specific implementation steps, including lectures, multimedia demonstrations, group collaboration, music-assisted exercises, and self-reflection. The study emphasises that through diversified teaching evaluations, the learning process of students can be comprehensively assessed, teaching effectiveness enhanced, and students' comprehensive development promoted.

KEYWORDS

Theory of multiple intelligences; university martial arts teaching; innovative teaching methods; individual differences; teaching evaluation

1 Introduction

Martial arts, as a treasure of China's traditional sports culture, holds a significant position in university physical education. It not only enhances students' physical fitness but also cultivates their willpower and cultural literacy. However, traditional university martial arts instruction has primarily focused on the transmission of single skills, employing relatively monotonous teaching methods that struggle to meet students' diverse learning needs and individual development. As educational philosophies continue to evolve, how to incorporate innovative teaching methods into university martial arts instruction has become a critical research topic in contemporary education. The Theory of Multiple Intelligences, proposed by Howard Gardner in 1983, emphasizes individual differences and strengths across various intelligence domains. This theory posits that individuals exhibit distinct abilities in areas such as linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal intelligence. Education should respect these individual differences and adopt diverse teaching methods to cater to the varied learning needs of students. In recent years, Multiple Intelligences Theory has been widely applied in primary and secondary education, but its application in university physical education, particularly university martial arts instruction, has been relatively limited. This study aims to explore how Multiple Intelligences Theory can be integrated with university martial arts curriculum content to design teaching methods based on the theory, thereby stimulating students' learning interest and enhancing teaching effectiveness. It seeks to explore pathways for integrating Multiple Intelligences Theory with university martial arts instruction, providing new perspectives for theoretical research in related fields.

2 Theoretical Foundation

2.1 Overview of Multiple Intelligences Theory

Multiple Intelligences Theory was first proposed by Howard Gardner, an educational psychologist at Harvard University, in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*. The core premise of this theory is that human intelligence is not a single, one-dimensional ability but a composite of multiple relatively independent intelligences. Gardner initially identified eight types of intelligence: linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence. Later, he added existential intelligence, which refers to the ability to reflect on life, death, and ultimate matters. Gardner argued that each intelligence has its unique form of expression and developmental pathway, and these intelligences are independent of one another; no single intelligence can encompass or replace others. Individuals exhibit differences in performance across various intelligence domains, which result from the combined influence of genetic, environmental, and educational factors. Therefore, education should respect

individual differences and adopt diverse teaching methods to meet the learning needs of different students. The introduction of the theory of multiple intelligences has had a profound impact on traditional educational concepts. Traditional education often focuses on linguistic and logical-mathematical intelligence, neglecting the development of other types of intelligence. In contrast, the theory of multiple intelligences emphasises that education should focus on the comprehensive development of students, cultivating their multiple intelligences so that each student can achieve success in the field that suits them best. This theory provides new ideas and methods for educational practice, promoting the development of personalised education and diverse teaching models.

2.2 Current Status and Issues in University Martial Arts Education

University martial arts education, as an important component of university physical education courses, holds unique educational value. Martial arts not only enhance students' physical fitness but also cultivate their willpower, cultural literacy, and national pride. However, current university martial arts education still faces numerous challenges, which to some extent limit the improvement of teaching effectiveness. Firstly, traditional university martial arts education primarily relies on teacher demonstrations and student imitation, resulting in a lack of diversity and in teaching methods. This teaching model struggles to stimulate students' interest in learning, leading to low enthusiasm for martial arts courses. Secondly, during the teaching process, teachers often adopt uniform teaching standards and methods, neglecting individual differences among students in terms of physical fitness, learning abilities, and interests. This makes it difficult for some students to keep up with the teaching pace, while others find the teaching content too simple and lacking in challenge. Thirdly, the current university martial arts teaching content primarily focuses on traditional martial arts routines and basic skills, which are significantly out of alignment with students' actual needs and interests. Students prefer to learn martial arts content that is practical and enjoyable, such as self-defence techniques and martial arts games. Finally, the existing evaluation system for university martial arts education primarily focuses on skill assessments, neglecting evaluations of students' emotional experiences, learning attitudes, and innovative abilities during the learning process. This single-dimensional evaluation method fails to comprehensively reflect students' learning outcomes and is also detrimental to the cultivation of their overall comprehensive qualities.

2.3 The Application Value of Multiple Intelligence Theory in University Martial Arts Education

The theory of multiple intelligences offers new insights and methods for addressing issues in university martial arts education. Integrating this theory into university martial arts education holds significant theoretical and practical value. First, by adopting diverse teaching methods that combine martial arts instruction with students' multiple intelligences, educators can meet the varied learning needs of students and stimulate their interest in learning. For example, for students with musical intelligence, teachers can combine martial arts movements with musical rhythms to design martial arts exercises or martial arts dances; for students with spatial intelligence, teachers can guide them to learn martial arts through the design of spatial layouts and movement routes. Second, the theory of multiple intelligences emphasises respecting individual differences and focusing on students' personalised development. In university martial arts education, teachers can design personalised teaching content and methods based on students' intelligence characteristics and interests, enabling each student to develop in areas suited to their abilities. Thirdly, the application of the theory of multiple intelligences can enrich the methods and approaches used in university martial arts education, thereby enhancing teaching effectiveness. By integrating multiple intelligences with martial arts education, students can understand and master martial arts knowledge and skills from diverse perspectives, thereby improving learning efficiency. Finally, the theory of multiple intelligences not only focuses on students' intellectual development but also emphasises the cultivation of students' emotions, attitudes, and values. In university martial arts education, the application of the theory of multiple intelligences can foster students' teamwork spirit, innovative abilities, and self-awareness, promoting their comprehensive development.

3 Teaching Method Design

3.1 Construction of University Martial Arts Teaching Methods Based on the Theory of Multiple Intelligences

The construction of university martial arts teaching methods based on multiple intelligences theory aims to integrate various types of intelligence to design a teaching method system that meets the learning needs of different students. In university martial arts teaching, teachers can incorporate linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence into the teaching process based on students' intelligence characteristics, thereby achieving diversification and personalisation of teaching methods. When constructing teaching methods, the application of linguistic intelligence is

considered first. Teachers provide detailed explanations of the names, origins, cultural connotations, and technical principles of martial arts movements to help students understand and master martial arts knowledge from a linguistic perspective. Additionally, students are organised to study and discuss martial arts terminology, encouraging them to express their understanding and feelings about martial arts through language, thereby enhancing the application of linguistic intelligence. For logical-mathematical intelligence, teachers can introduce logical analysis methods to guide students in analysing the structure, rhythm, and patterns of martial arts movements. For example, by breaking down movements, students can understand the beginning, process, and end of each movement, as well as the logical relationships between movements. Teachers can also design simple combinations of martial arts movements, allowing students to use logical thinking for arrangement and interpretation, thereby cultivating their logical reasoning abilities and creativity. In terms of spatial intelligence, teachers can use visual aids, such as multimedia teaching materials and martial arts movement demonstration videos, to help students perceive the spatial layout and form changes of martial arts movements from a visual perspective.

Additionally, organising spatial imagination exercises for martial arts movements can help students construct the spatial trajectories of movements in their minds, thereby enhancing their spatial intelligence application skills. The integration of musical intelligence can be achieved by combining music with martial arts movements. Teachers select appropriate musical rhythms to accompany martial arts movement practice. For example, when practising Tai Chi, they play soothing guzheng music to guide students in feeling the rhythm and tempo of the movements, thereby enhancing the synergistic effect between musical intelligence and bodily-kinesthetic intelligence. The cultivation of bodily-kinesthetic intelligence is the core of martial arts education. Teachers emphasise practical instruction, providing ample opportunities for physical exercises to enable students to master martial arts skills through repeated physical movement practice. Diverse physical training activities are designed, such as martial arts exercises, martial arts games, and sparring drills, enabling students to experience the charm of martial arts through movement and improve their physical coordination and motor skills.

3.2 Specific Implementation Steps of Teaching Methods

In terms of specific implementation steps, teachers first flexibly apply various teaching methods based on the teaching content and students' actual circumstances, organically integrating teaching strategies from different intelligence domains. For example, when teaching a martial arts routine, teachers first use explanatory methods to help students understand the cultural background and technical points of the routine. Then, they utilise multimedia teaching to demonstrate the complete routine and its decomposed movements, helping students understand the movements from visual and spatial perspectives. Next, students are organised into groups for collaborative learning, where they exchange ideas and guide one another to complete the initial learning of the routine. During practice, teachers play appropriate music to help students feel the rhythm and melody of the movements. Finally, teachers guide students in self-reflection, encouraging them to summarise their strengths and weaknesses in the learning process and propose improvement methods. By comprehensively applying multiple teaching methods in this way, teachers can fully engage students' multiple intelligences, enabling them to achieve comprehensive development during the learning process.

To better implement teaching methods based on multiple intelligences theory, teachers should focus on diversifying teaching evaluations during the teaching process. Traditional teaching evaluations primarily focus on skill assessments, while evaluations under multiple intelligences theory should place greater emphasis on process-based and comprehensive evaluations. Teachers can use various evaluation methods, such as observation records, learning journals, group evaluations, and self-evaluations, to comprehensively understand students' performance and progress during the learning process. Through observation records, teachers can document students' classroom participation, learning attitudes, and mastery of skills; through learning journals, students can record their feelings and insights during the learning process; through group evaluations, students can evaluate and learn from one another; and through self-evaluations, students can reflect on their learning processes, identify areas for improvement, and make necessary adjustments. This diversified approach to teaching evaluation can more comprehensively reflect students' learning outcomes while also stimulating their learning motivation and initiative, thereby promoting their all-round development.

4 Conclusion

This study applies the theory of multiple intelligences to martial arts education in higher education institutions. Addressing issues such as the limitations of traditional teaching methods and the neglect of individual differences, the study integrates various types of intelligence—including linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal—to design diverse teaching strategies. These include terminology analysis, movement structure analysis, visualised instruction, rhythmic practice, practical training, group collaboration, and self-

reflection. The study employs observation records, learning journals. The results indicate that this theory can effectively meet students' diverse learning needs, stimulate interest, enhance teaching effectiveness, and promote the development of students' physical fitness, skill mastery, cultural literacy, and comprehensive abilities. Future research could further explore the deep integration of intelligence types with teaching scenarios and the application of intelligent tools.

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