INTRODUCING TRADITIONAL VIETNAMESE MARTIAL ARTS INTO TEACHING IN UNIVERSITIES

INTRODUZINDO AS ARTES MARCIAIS TRADICIONAIS VIETNAMITAS NO ENSINO NAS UNIVERSIDADES

Phan Thanh My
ORCID 0009-0001-2483-403X

University of Finance-Marketing
778 Nguyen Kiem, Ward 4, Phu Nhuan District, City.
HCM, Vietnam
pt.my@ufm.edu.vn

Abstract. Traditional martial arts are an indispensable part of Vietnamese national culture and traditions. Teaching this subject helps students understand and appreciate traditional values, thereby preserving and promoting the nation's cultural heritage. Students are the successor force, promoting the country's intellectual resources, are the main resource in the era of knowledge economy, science and technology, playing a key role in national development. In any historical period, students are also an important social force, one of the factors that determine their future, build and protect the country. In this study, the author will focus on proposing the integration of traditional Vietnamese martial arts into university curricula. The article emphasizes that this not only helps students deeply understand national culture and traditions but also creates a healthy physical playground for students. Besides, learning traditional martial arts also helps strengthen students' self-will, patience and discipline. This is considered an important measure to educate and nurture the national spirit, contributing to the comprehensive development of Vietnam's young generations.

Keywords: Vietnamese traditional martial arts; solution; spirit; national self-reliance.

Resumo. As artes marciais tradicionais são uma parte indispensável da cultura e das tradições nacionais vietnamitas. Ensinar esta disciplina ajuda os alunos a entender e apreciar os valores tradicionais, preservando e promovendo assim a herança cultural da nação. Os alunos são a força sucessora, promovendo os recursos intelectuais do país, são o principal recurso na era da economia do conhecimento, ciência e tecnologia, desempenhando um papel fundamental no desenvolvimento nacional. Em qualquer período histórico, os alunos também são uma força social importante, um dos fatores que determinam seu futuro, constroem e protegem o país. Neste estudo, o autor se concentrará em propor a integração das artes marciais tradicionais vietnamitas nos currículos universitários. O artigo enfatiza que isso não apenas ajuda os alunos a entender profundamente a cultura e as tradições nacionais, mas também cria um playground físico saudável para os alunos. Além disso, aprender artes marciais tradicionais também ajuda a fortalecer a autodeterminação, a paciência e a disciplina dos alunos. Esta é considerada uma medida importante para educar e nutrir o espírito nacional, contribuindo para o desenvolvimento abrangente das gerações jovens do Vietnã.

Palavras-chave: Artes marciais tradicionais vietnamitas; solução; espírito; autoconfiança nacional.

1. INTRODUCTION

Vietnamese traditional martial arts is the traditional cultural heritage of the Vietnamese people, born, existing and developing in parallel with the nation's struggle to build and defend the country. In the process of national development, preserving and developing cultural values and national traditions is one of the important challenges facing society today. In that context, Vietnamese traditional martial arts, with its combination of martial arts and historical culture, has emerged as a strong symbol of the national identity and fighting spirit of the Vietnamese people. However, despite its extremely important value, if not awakened, it will sleep for long nights and be covered by the dust of time. Recognizing that, in 2008 the Ministry of Education advocated bringing traditional Vietnamese martial arts into high schools. By 2015, the Vietnamese government decided to include physical education in the general education program. to combat the traditional forgetting of national cultural values.

In the current context, introducing Vietnamese traditional martial arts into teaching in universities is not only a solution to preserve and develop the nation's cultural heritage but also

an opportunity to raise awareness. national self-reliance, creating a generation of students capable of steadfastly facing the challenges of life and work, while contributing to the sustainable development of the country. Preserving and developing the practice movement of Vietnamese Traditional Martial Arts plays an important role in building an advanced Vietnamese culture imbued with national identity and plays an important role in the development of physical education in Vietnam. To date, Vietnamese Traditional Martial Arts is being taught and practiced in 45 countries on 5 continents. Bringing martial arts into schools is a way to promote the country's martial arts. At the same time, the school's martial arts program is a good environment to discover and foster many martial arts talents to contribute to the country's sports. Practicing traditional martial arts will help students shape their personality, martial spirit, improve discipline, perseverance, hard work, improve their health to study and work well, and contribute to building and protect the Fatherland. In universities in Vietnam, education not only focuses on imparting knowledge but also educates on politics, ethics, awareness, and health. Contribute to building a healthy cultural and spiritual life, preventing social evils, developing and fostering sports talents for the country. Physical education in universities is an important part of the career of physical education and sports and the career of education and training. It is conducted in accordance with the student's anatomical, psycho-physiological, gender and age characteristics along with a number of other requirements. The mission of physical education at universities is to promote the harmonious development of the body, preserve and form a balanced body, improve the body's functional abilities, and enhance the metabolism process. metabolize, strengthen and train a strong nervous system. Solidly develop physical qualities and basic motor skills, improve mental and physical working ability. On the basis of physical development, organize healthy fun activities, Actively rest, exercise and improve the body's resistance to adverse effects of the external environment, and prevent disease. Provide knowledge and practice habits of environmental hygiene, exercise hygiene, and a civilized and healthy lifestyle. Develop interest and need for strong physical training, form self-exercise habits. As an aspect of comprehensive education, physical education contributes to the formation of moral habits, intellectual and aesthetic development, and physical preparation for young people and students to enter work labor. At the same time, it must be associated with specific requirements and general activities of the school.

2. RESEARCH METHOD AND THEORETIVAL BASIS

2.1. Research methods

To research this issue, the author uses the method of collecting and analyzing documents. This method allows the author to deeply research the history, cultural significance and importance of traditional Vietnamese martial arts, as well as clearly understand the context and current situation of higher education in Vietnam. Collect accurate and reliable information from many different sources to identify trends, challenges, and opportunities related to bringing traditional martial arts into university teaching. Document analysis provides a solid basis to build proposals and logical arguments for introducing traditional martial arts into teaching in universities. Information and data from the document are used to support and demonstrate the viewpoints and proposed solutions. This method allows comparing and contrasting research results from many different sources, thereby helping to clarify different aspects of the problem and propose the most appropriate solutions. By using document collection and analysis methods, research can ensure scientificity and objectivity, avoid bias and ensure that conclusions are based on reliable data. trust.

The author used the method of professional interviews and asking for opinions from experts. To write this article, the author interviewed 30 coaches teaching classes in universities and clubs, and 20 managers in the field of physical education. In addition, the author also

developed a questionnaire to survey 3,000 students who are practicing traditional Vietnamese martial arts at 30 universities through Google forms about the need to participate in practicing traditional martial arts at schools. university.

The author used the method of observation and pedagogical examination to observe the current status of implementation and practice of male martial arts in universities. Pedagogical observation and testing methods help specifically evaluate the effectiveness of incorporating traditional martial arts into university curricula. By observing class sessions and testing students' knowledge and skills, the author evaluated the program's success and proposed necessary adjustments. Pedagogical observation and testing help determine whether students are passionate and interested in the subject, so that teaching methods can be adjusted to increase their engagement and interest. Besides, this method provides an opportunity for researchers to meet and talk with students, thereby better understanding the needs, desires, and challenges they are facing during the learning process. traditional martial arts. Building an open environment to facilitate direct interaction between instructors and students is extremely necessary. This environment allows instructors to receive feedback from students and adjust teaching methods flexibly and effectively.

2.2. Theoretival basis

Researching and teaching traditional Vietnamese martial arts in universities must be based on theoretical foundations and modern educational methods. To do that, the author will conduct research on the views and theories of previous researchers.

Research on multidimensional education by the authors (Schiepe-Tiska, A., et al. 2021); (Pratesi, M., et al. 2021); (Lucke, U., et al. 2003); (Arizona, K., et al. 2022); (Ryboretskaya, T., & Elistratova, K. 2022) researchers have focused their emphasis on diversity and inclusion in education. They believe that education should not only focus on academic aspects but also develop skills, values and human qualities. The author completely agrees with the above studies and believes that education is gradually shifting from focusing only on imparting academic knowledge to comprehensively developing students. This includes developing life skills, communication skills, problem-solving abilities and moral values (Prasetyo, I., et al. 2021); (Shek, D. T., et al. 2021); (Özbey, S. A. İ. D. E., & KÖYCEĞİZ, M. 2020); (Thambu, N., et al. 2021); (Cronin, L., et al. 2021). Facing the labor market's demands, skills and qualities beyond professional knowledge such as teamwork, time management and creativity have become important factors in career success. As society demands human resources capable of adapting to diverse and changing environments, education needs to meet this need by developing skills and values that help students become confident people, flexible and ready to face challenges. The highest goal of education is not only to impart knowledge but also to develop comprehensive people (Dung, V. V. 2022); (Li, Z., et al. 2022); (Mary, L., et al. 2022); (Tang, S., et al. 2020); (Karnitis, E., et al. 2021). The author believes that today's education needs to focus on developing both skills and human qualities to meet the requirements of the modern world and contribute to the comprehensive development of pupils and students. The teaching of traditional martial arts in universities reflects this theory by combining physical, mental and moral education in the learning process.

Some studies suggest that practicing self-determination theory (Vasconcellos, D., et al. 2020); (White, R. L., et al. 2021); (Ntoumanis, N., et al. 2021). Self-determination theory education will encourage students to be autonomous and self-directed in their learning and personal development (Ryan, R. M., & Deci, E. L. 2020); (Howard, J. L., et al. 2021); (Chiu, T. K. 2022); (Teixeira, P. J., et al. 2020). The author believes that self-determination theory helps students proactively identify goals, plan and self-manage their time and work. They not only study out of obligation but also because of their passion and interest in the subject of study. When pupils and students are encouraged to develop self-determination theory, they

tend to develop stronger intrinsic motivation. This helps them overcome obstacles and difficulties flexibly and decisively. Self-determination theory education encourages the development of self-study and self-development skills. The author believes that self-determination theory plays an important role in developing students' self-reliance and self-control, helping them become confident, creative and independent people in life. Self-determination theory refers to self-reliance and self-control in achieving personal goals and self-development. Learning traditional martial arts can create an environment that promotes self-discipline and autonomy in personal training and development.

Some studies suggest that it is necessary to train the mind and will (Shaw, L., et al. 2023); (Komatsu, S., et al. 2021); (Haimovitz, K., et al. 2020) for students will help them confidently overcome challenges and difficulties in life. The authors also say that training willpower helps students develop determination and patience to face obstacles and overcome them. They learn not to give up easily and to keep trying until they reach their goals. Mental training helps students learn how to manage emotions and create effective strategies to solve problems (Hoffmann, J. D., et al. 2020); (Dung, V.V., Hoa, L.M., Quyet, L.V. 2023); (Li, L., Gow, A. D. I., & Zhou, J. 2020); (Mitsea, E., Drigas, A., & Mantas, P. 2021). The author believes that overcoming challenges will help students develop not only in terms of will but also in terms of spirit and personality qualities, thereby creating comprehensive maturity and development. Traditional martial arts training can be considered an effective means of cultivating a strong mind and will.

Other studies also emphasize social learning (Atchoarena, D., & Howells, A. 2021); (Shrestha, R. K., et al. 2023); (Fung, M., Taal, R., & Sim, W. 2021); (Stanistreet, P. 2020); (Ignatovich, E., & Walter, P. 2022). They believe that research on the role of education in society and culture emphasizes the interaction between education and society. Studies show that education is not only an important bridge between generations but also to convey knowledge and skills to students. The author believes that building a learning society plays an important role in creating a positive educational environment and encouraging the comprehensive development of community members. Building a learning society is about creating opportunities for collaboration and knowledge sharing among community members (Cai, Y., Yang, Y., & Shi, W. 2022); (Minuto, F. D., & Lanzini, A. 2022); (Sharmil, H., et al. 2021). Support from people around will help learners reduce pressure and increase members' confidence. Diversity and creativity help broaden horizons and make new discoveries in the learning process. The learning society creates a continuous and inclusive learning environment where everyone can learn and grow not only in the classroom but also in everyday life. The introduction of traditional martial arts into university teaching can be seen as a reflection of promoting multicultural education and preserving cultural heritage. Besides, the author also said that research also needs to clarify the psychology of learners. Clarifying this issue will clarify the learning and development process of learners. Learning traditional martial arts can contribute to students' psychological and intellectual development by promoting concentration, patience and confidence.

3. RESEARCH QUESTIONS

To conduct research on the topic of bringing traditional Vietnamese martial arts into teaching in universities: A solution to enhance national self-reliance, the author poses the following research questions:

(1) Why must Vietnamese traditional martial arts be taught in universities?

(2) What are students' opinions on the inclusion of traditional martial arts in the curriculum in universities?

(3) What impact does Vo Vi Nam martial art have on enhancing students' national self-reliance?

(4) What is the importance of integrating traditional martial arts into university teaching for preserving and developing national cultural heritage?

4. RESEARCH CONTENT AND DISCUSSION

4.1. Research content

Introduction traditional Vietnamese martial arts

Vietnamese traditional martial arts is the name used to refer to martial arts sects that have been passed down through the history of the Vietnamese people. Vietnamese traditional martial arts is a martial arts sport created, contributed and created by the Vietnamese people, on the one hand, meeting the needs of fighting for survival, on the other hand, exercising health for working, as well as Cultivate martial spirit. The philosophy of traditional Vietnamese martial arts is the pure morality, noble virtue, noble soul, and tolerance of martial people. Therefore, Vietnamese traditional martial arts always put the role, position and importance of educating and transmitting martial arts first. Traditional martial arts is an important part in building comprehensive human development, serving the cause of building and protecting the Fatherland. Ethics in general, and Vietnamese traditional martial arts in particular, belong to the superstructure, have a relationship with society, including Humanity - Righteousness – Respect - Wisdom - Trust - Courage. Martial arts is the "way" of martial arts practitioners, an ideal lifestyle for martial artists from ancient times to present. The religion of people living in heaven and earth is vividly expressed through cultural identity, traditions, customs, practices, socio-economic conditions and the character of people learning martial arts, along with the process of learning martial arts. The process of education and self-education is associated with human relationships, between people and the community and society towards “honesty - goodness – beauty”. From that analysis, it can be seen that martial arts has the essence of patriotism.

The purpose of traditional Vietnamese martial arts is: To train a strong body and durable health; Build and improve self-defense skills in combat, the ability to overcome difficulties in life; Cultivate and perfect your own morality; Contribute to preserving and developing national heritage. The classification of techniques in traditional Vietnamese martial arts is very diverse and relatively complex, with many different views. However, to have an overall view, the author classifies them as shown in Figure 1 below. (images taken from VinKungfu's YouTube channel).

The author makes the above classification based on the following two bases: first, based on the movement properties of the body (empty hands) and objects (weapons), Vietnamese traditional martial arts are divided into Quyen Unarmed Techniques and Weapon Fist Techniques. Second, based on current competition rules, Vietnamese traditional martial arts are divided into Fighting and Fighting. Rights include bare-handed boxing, bare-handed fighting; weapon exercises, fighting with weapons; weapon exercises, fighting with bare hands; Boxing exercises with bare hands versus weapons. Fighting is only fought with bare hands. Vietnamese traditional martial arts are unified throughout the country and have regulated content and optional content. Elective content is the quintessence of martial arts that exists and develops in different sects and sects and may be selected as prescribed content according to the standards of the Vietnam Traditional Martial Arts Federation and can participate in competitions. compete in optional content in tournaments. The content of the regulation is the moves, bare-handed kata, and weapon kata selected from different sects and martial arts sects agreed upon by the Vietnam Traditional Martial Arts Federation, regulated from the names of the movements, Introduction to kata, used in training and competition. The contents are summarized, including sections such as: Unarmed hands and weapons; Unarmed Fist and Weapon Fist; bare hands and weapons; bare-knuckle ring.



Figure 1. Traditional vietnamese martial techniques
Source: *36 Techniques Of Vietnamese Martial Arts* | VinKungfu

Age of students in universities for practicing traditional Vietnamese martial arts. In Vietnam, the earliest age to study at universities is 18 years old. This age group has an average pulse rate of 77.5 ± 4.4 times/minute in men and 77.5 ± 8.93 times/minute in women; Systolic blood pressure for women is 110.2 mmHg, for men it is 117.5 mmHg. The average value of vital capacity for men is about 4124 ml and for women is about 2871 ml. Along with the general development of heart mass and function, in adolescence there is also left ventricular hypertrophy. The heart's adaptation gradually becomes more complete. The heart's contraction frequency drops to 70 - 75 times/minute, blood pressure is about 115mmHg. The respiratory system is completely developed, the vital capacity of the lungs reaches 3 - 3.5 liters. The average vital capacity of 18 - 22 year olds is 3500ml for men and 2600ml for women. During this period, speed, strength, endurance, flexibility and dexterity tend to decrease compared to previous ages, so training requires great effort not only with passion but also with passion and will and determination.

Students have the right to choose one of the subjects that universities offer each semester to participate in training. To conduct the research, the author selected 3,000 students (36.2% female, 63.8% male) studying traditional Vietnamese martial arts at 30 universities for research. This survey took place from February 2020 to June 2022. Survey subjects were first- and second-year students of 30 universities in Vietnam, representing the three regions: North, Central and South and schools belonging to national universities, regional universities, and local universities. According to survey results at 30 universities in Vietnam, schools currently still teach physical education subjects as shown in Figure 01 as follows:

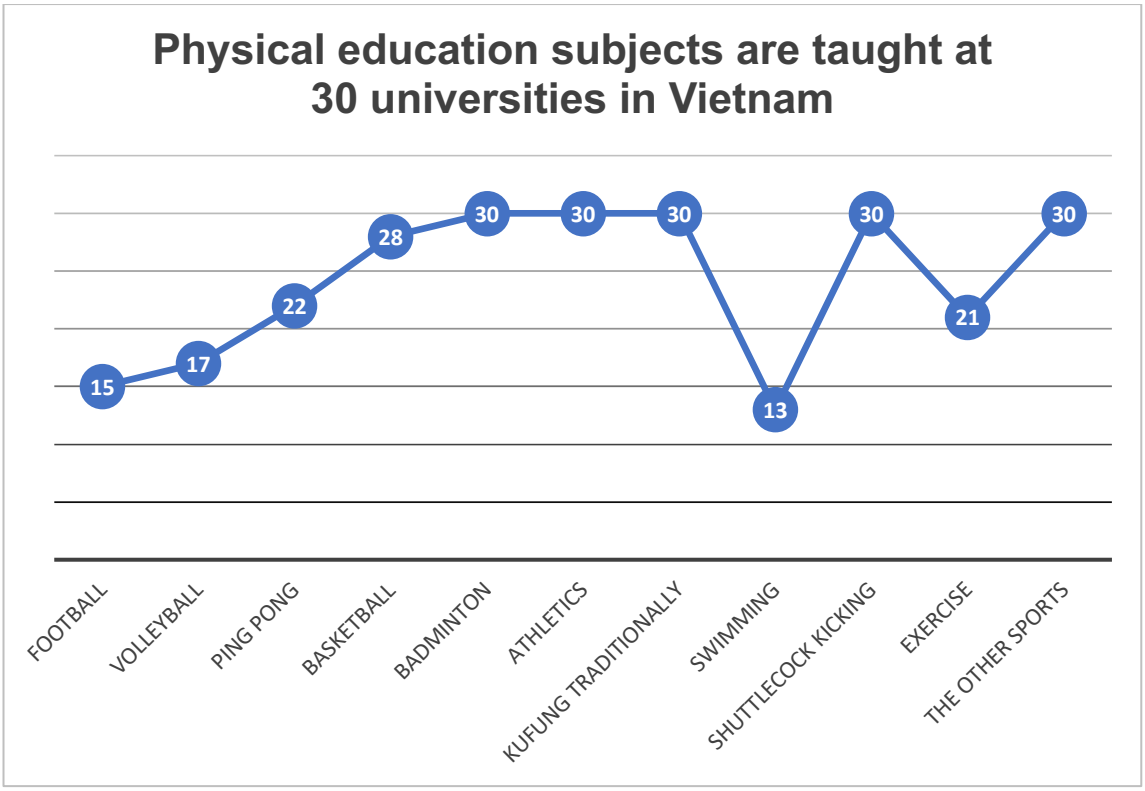

Figure 2. Physical education subjects taught at 30 universities in Vietnam
Source*: the author's survey*

To evaluate students' awareness of the benefits and meanings of traditional Vietnamese martial arts, the author conducted questions and surveys, the results obtained are as in the following table:

Table 1. : students' perspectives of the benefits and meanings of traditional Vietnamese martial arts

STT	Content	Completly agree	partly agree	neutral	Disagree	Completely disagree
1	Practice martial arts to improve health	43.53	54.73	1.73	0	0
2	Practicing martial arts represents the spirit of Vietnam	44.03	52.93	3.03	0	0
3	Practicing martial arts to train physical strength and improve mental ability	40.40	52.50	7.10	0	0
4	Introducing traditional Vietnamese martial arts into university teaching is inevitable and objective	43.20	51.70	5.10	0	0
5	Integrating traditional martial arts into university teaching is aimed at preserving and developing the nation's cultural heritage	39.73	46.07	14.20	0	0

Source: the author's survey

To evaluate the training team's choice of traditional Vietnamese martial arts, the author conducted a survey and the results obtained are as shown in Table 02:

Table 2. Motivations to practice traditional Vietnamese martial arts

No	Motivation to practice traditional Vietnamese martial arts	Completly agree	partly agree	neutral	Disagree	Completely disagree
1	Hobby	52.47	46.67	0.87	0.00	0.00
2	To have a beautiful body	54.23	45.37	0.40	0.00	0.00
3	expand relationships	44.17	26.20	1.23	15.37	13.03
4	Express yourself	0.20	0.77	7.23	30.40	61.40
5	Friends entice	0.00	0.77	0.57	58.33	40.33
6	Learning outcomes	4.37	12.47	3.53	55.73	23.90

Source: the author's survey

However, integrating traditional martial arts into university curricula faces a number of challenges. Through interviewing 30 coaches who are teaching classes in universities and clubs about the difficulties faced in the teaching process. 100% of respondents said that they had difficulty designing textbooks and curriculum. Continue with the survey of building a Vietnamese traditional martial arts program based on groups of criteria such as: appropriateness; sequence; integration; balance, symmetry; cohesiveness; up-to-dateness; efficiency. The results obtained are shown in chart 02.

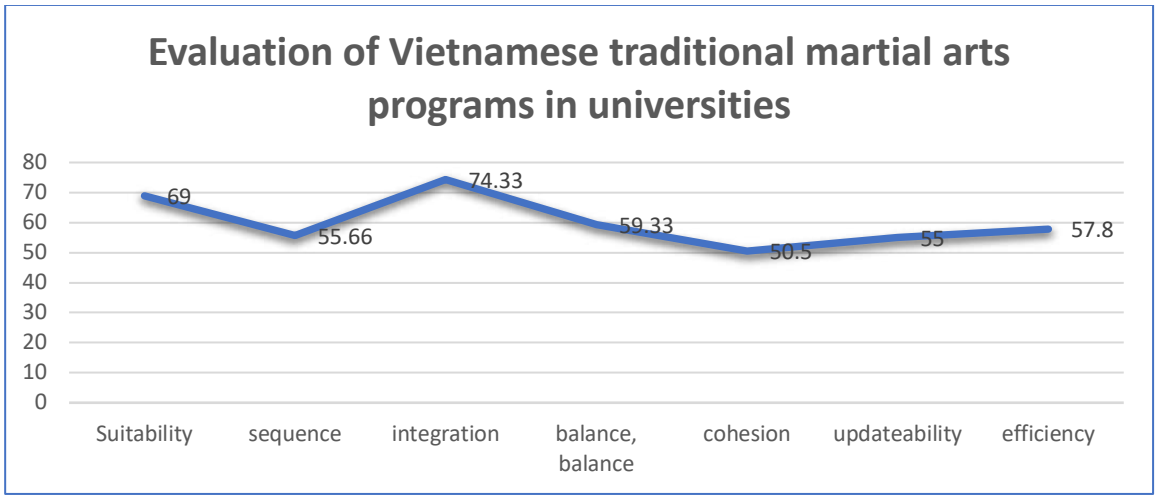

Figure 3. Evaluation of Vietnamese traditional martial arts programs in universities.
Source: *the author's survey*

Continue to survey managers about facilities to equip the study of traditional Vietnamese martial arts in universities. In general, the provision of facilities for training is still very limited, in many schools students even have to practice in the middle of a concrete yard without a roof. Training equipment is limited, and students must provide their own protective equipment.

Besides the challenges posed above, bringing traditional Vietnamese martial arts into teaching in universities brings many opportunities. Teaching traditional martial arts in universities helps preserve and develop the nation's cultural heritage, while also helping to teach and promote traditional values. Traditional martial arts often contain traditional values of the nation, from fighting techniques to philosophy and teachings. Including traditional martial arts in university curricula opens up opportunities for students to understand and learn about the culture and history of the nation through the customs, traditions and values expressed through martial arts. art. Traditional martial arts is not only a fighting technique but also a part of national culture and philosophy. Practicing martial arts is also an opportunity to impart these teachings and philosophies to the younger generation. Introducing traditional martial arts into teaching in universities not only helps develop cultural heritage but also creates access

opportunities for many students and interested people, including those who do not have the opportunity to access traditional martial arts as close as in the past.

Traditional martial arts is not only a form of physical exercise but also a form of mental training, helping students develop self-will, patience and determination. The process of learning traditional martial arts often takes place in groups, thereby creating an environment of positive social interaction and building team spirit. Traditional martial arts provide students with necessary self-defense skills, helping them become more confident in dangerous and difficult situations. Stimulates creativity and discovery in the application of fighting and training techniques. Traditional martial arts can create a highlight, enhancing the school's appeal and prestige to students and the community.

To effectively integrate traditional martial arts into university curricula, the author believes. It is necessary to design courses or extracurricular programs for students to attract students to the martial arts club in the afternoons. Building a multimedia curriculum including textbooks, video lectures, online documents and mobile applications to help students access traditional martial arts knowledge and skills in a flexible way. Organize training sessions, seminars, and special events with the participation of martial arts masters and experts to impart knowledge and skills directly to students and teachers. Build standard gyms and equip them with modern equipment such as treadmills, exercise mirrors, and training tools to create the best conditions for practicing traditional martial arts. Taking advantage of information technology and online learning to provide online courses and learning materials about traditional martial arts, helping students to access and study anytime, anywhere. Encourage the study of traditional martial arts and apply scientific research methods to better understand the cultural, historical and technical aspects of this martial art.

5. DISCUSSION

To have a scientific basis for educational innovation, it is first necessary to properly assess the current situation and point out the strengths, weaknesses, opportunities and challenges of the research problem. Along with this approach, many researchers only focus on one of the above points without having a comprehensive view of it. Besides, our research space covers a wider area than previous works.

Previous research shows that the number of students choosing traditional Vietnamese martial arts in universities is not high. The participation rate of female students does not accurately reflect their participation needs. There is a large difference in the choice of physical education subjects in universities, the reason being that previous studies selected research subjects inappropriately because there was no balance between men and women. In this study, the author selected representative research subjects and had broader coverage, which shows that traditional martial arts is loved to practice by both male and female students. The fact that female students choose to study traditional martial arts in universities is not only to promote national self-reliance but also to protect gender.

Through research, the author found that the educational goal is a system of standards of a personality model that needs to be formed in a certain educated person. Accordingly, the goals of Vietnamese traditional martial arts in universities are: Contributing to building a healthy cultural and spiritual life, preventing social evils; Discover and foster sports talent for the country. Improve health, physical strength, educate willpower and personality for students. The author believes that comprehensive research to bring traditional Vietnamese martial arts into universities not only aims to preserve national culture but also contributes to building the will of national self-reliance for students. When the will for national self-reliance is deeply instilled in each person, building a strong Vietnam will become a reality.

Evaluating textbooks and training programs has had many previous research projects. However, previous research projects have in common that the authors are all based on models,

with a system of criteria and standards designed in the most general way. Based on the selected standards and criteria, the projects will evaluate the current status of the output standards to serve as a practical basis for proposing solutions. Research through surveys of learners and interviews with teachers and managers shows that the criteria are only average and do not meet the requirements of the subject. From the data, it shows that the current Vietnamese traditional martial arts program does not meet the goals of school sports and the needs of practitioners.

6. CONCLUSION

Introducing traditional Vietnamese martial arts into teaching in universities is not only a reasonable solution but also an important step in enhancing the nation's will to be self-reliant. This is a strategic and humane action, and meets the increasing needs of modern society. Students learning and practicing traditional martial arts not only bring health and physical benefits but also an opportunity to learn and preserve the cultural and historical values of the nation. Thereby, students not only train their will and mental strength but also nurture their piety, will, national pride and patriotism. This is not only necessary in personal development but also in building strong communities and nations.

Integrating traditional martial arts into teaching also creates opportunities for innovation in education, promoting the development of disciplines and contributing to building a peaceful, prosperous and progressive society. Therefore, we need to promote and support traditional martial arts teaching programs, create the best conditions for students and the community to participate in preserving and developing cultural heritage, and contribute to on enhancing the will of national self-reliance and building the country.

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