

# *A Study on the Integration and Development of Sunshine Sports Concept and Taekwondo Teaching in Colleges and Universities*

**Junli Yu**

*Emilio Aguinaldo College, San Marcelino St. Paco, Manila, 1007, Philippines  
junli.yu.mnl@eac.edu.ph*

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**Abstract:** In the contemporary education system, the philosophy of sunshine sports has become a critical driving force for the comprehensive development of students. The advocacy of "health first" plays a particularly important role in higher education. Especially in the context of university sports courses, integrating the philosophy of sunshine sports into practice not only enhances students' physical fitness, but also promotes the development of their mental well-being and social adaptability. Taekwondo, as a comprehensive and intensive sport, is gradually being adopted in university sports education. It encompasses not only diverse physical skills, but also profound cultural significance, thus providing an ideal platform for the integration of the sunshine sports philosophy. However, there are currently a series of issues in the teaching of taekwondo in higher education institutions when applying the philosophy of sunshine sports in practice. These include narrow teaching content, traditional teaching methods, and a shortage of qualified instructors. These issues restrict the improvement of the quality of taekwondo teaching and the comprehensive implementation of the sunshine sports philosophy in higher education.

## **1. Introduction**

The concept of Sunshine Sports has attracted widespread attention in the field of sports education at home and abroad since its inception. Its core goal is to promote physical fitness and disseminate sports knowledge through widespread participation in sports activities, thus enhancing the physical and mental health of individuals. In the face of the accelerated pace of modern social life and the increasing pressures of work and study, the Sunshine Sports concept acts as a refreshing spring, offering a positive attitude and lifestyle for modern individuals. As important places for cultivating builders and successors of socialism, universities find it increasingly necessary to integrate the Sunshine Sports concept into their sports teaching. Taekwondo, a modern sports activity that not only enhances physical fitness but also possesses high aesthetic and practical value, has become a crucial component of physical education courses. Leveraging the integration of taekwondo teaching with the Sunshine Sports concept can not only enrich the content of physical education in universities but also effectively promote students' comprehensive physical and mental

development. Therefore, exploring the effective ways to integrate the Sunshine Sports concept with taekwondo teaching in universities holds significant importance for enhancing the efficacy of physical education in higher institutions.

## **2. Connotation and characteristics of sunshine sports concept**

The concept of Sunshine Sports, as the guiding ideology for the reform of school sports in China in the new century, advocates a culture of sports that is healthy, open, and shared. It emphasizes improving the physical and mental health of students through the popularization of sports activities. This concept originates from reflections on the current physical and mental health status of students and anticipates the future requirements of citizen quality. By emphasizing "health first," it provides a direction for the development of school sports. In terms of content, Sunshine Sports emphasizes a positive and joyful attitude towards life. In daily physical education teaching and activities, it focuses on cultivating students' self-experience and emotional attitudes, using them as the starting point and foundation of classroom teaching. In its characteristics, Sunshine Sports discards the tendency in traditional sports education to excessively pursue techniques and results, and instead pays more attention to the experience and emotional development of students in the process of growth, guiding students to perceive the social values of teamwork and fair competition in sports activities. When discussing how the concept of Sunshine Sports integrates and develops with the teaching of Taekwondo at universities, specific manifestations of this integration can be observed. Taekwondo teaching is not just about imparting skills; it is also a practical implementation of the Sunshine Sports concept. Traditionally, Taekwondo, as a competitive sport, demands a high level of physical fitness and skill. However, under the guidance of the Sunshine Sports concept, Taekwondo courses focus on cultivating students' health awareness, enhancing their confidence and social skills, and emphasizing respect and etiquette in teaching, which aligns with the traditional cultural values promoted by martial arts. In order to advance the integration of the Sunshine Sports concept with Taekwondo teaching, universities can adjust the content and format of teaching, transforming Taekwondo courses from being limited to a few students with special interests to becoming a powerful means for a wide range of students to participate in fitness and enhance physical fitness [1]. For example, by offering a variety of elective Taekwondo courses and organizing special Taekwondo activities, the skills of Taekwondo can be popularized, and the concept of Sunshine Sports can be extended and implemented outside the classroom. Implementing the concept of Sunshine Sports in the teaching of Taekwondo helps create a relaxed and enjoyable learning environment, allowing students to not only acquire Taekwondo skills but also learn multiple abilities such as emotional management, handling relationships, and coping with challenges. This integrated development not only enhances students' comprehensive qualities but also opens up new pathways for innovation in university sports teaching, providing more comprehensive support for students' growth and development.

## **3. Analysis of the current situation of taekwondo teaching in colleges and universities**

The philosophy of sunshine sports advocates for a healthy and open sports culture, emphasizing universal participation and lifelong physical activity. Its purpose is to improve students' physical fitness, cultivate a sunny mindset, and foster a healthy outlook on life. However, the implementation of this philosophy in the teaching of Taekwondo at universities faces significant challenges. In recent years, the teaching of Taekwondo at universities has been receiving increasing attention, yet there are still notable issues that need to be addressed. Firstly, there is an uneven distribution of teaching resources. Some universities lack adequate facilities or professional coaches, which hinders the fulfillment of students' learning needs. Good material conditions are a

prerequisite for ensuring the quality of teaching; however, when there are issues with resource allocation, it inevitably affects the quality of Taekwondo courses and the students' enthusiasm for participation. Furthermore, the curriculum design remains conservative. With the continuous advancement of physical education reform, the traditional model focused mainly on imparting techniques no longer fully meets the requirements of the sunshine sports philosophy. University Taekwondo teaching should emphasize the integration of skill training and character education, rather than just focusing on teaching technical movements. Additionally, the outdated evaluation system hinders the integration of the sunshine sports philosophy and Taekwondo teaching. The traditional assessment methods overly emphasize form and outcomes, while rarely evaluating students' experiential process and participation level [2]. A result-oriented evaluation system often leads to a lack of intrinsic motivation for students in learning Taekwondo, which contradicts the principles of sunshine sports. Therefore, in order to better promote the integration and development of the sunshine sports philosophy with Taekwondo teaching at universities, several urgent reforms are necessary. Firstly, increasing financial investment to improve hardware facilities and enhance the overall level of teaching resources. Secondly, updating educational concepts, expanding the curriculum by incorporating physical training, competition strategies, etc., into traditional technical teaching to enrich students' learning experiences. Finally, improving the evaluation mechanism to guide students to focus more on personal growth and development, rather than solely on technical proficiency. Overall, although university Taekwondo teaching has played a role in promoting the sunshine sports philosophy, there are still significant limitations and shortcomings that cannot be overlooked. Addressing these issues requires not only policy support and guidance but also a continuous effort of universities to reform and innovate physical education teaching with a sense of responsibility towards students. Only in this way can Taekwondo teaching truly become a powerful promoter of sunshine sports culture in universities, allowing more students to not only break a sweat but also experience the warmth and strength of sunshine sports.

#### **4. Practical path of integration of sunshine sports concept and taekwondo teaching in colleges and universities**

##### **4.1. Formulation of integrated teaching program**

In the current higher education system, the effective integration of the sunshine sports concept with taekwondo teaching is not only beneficial for improving students' physical fitness but also for nurturing their unwavering willpower and excellent spirit of perseverance. The key step to achieve this goal is to develop a comprehensive teaching plan. The formulation of this plan not only needs to be designed based on the core principles of sunshine sports but also needs to incorporate the characteristics and requirements of taekwondo, thus creating a dynamic and educationally effective teaching program. The primary task of the comprehensive teaching plan is to ensure that students can engage in taekwondo learning in a safe environment. This involves not only the safety of specific training venues and equipment but also requires instructors to possess professional first aid knowledge to respond to potential emergencies. Providing a secure environment will significantly boost the confidence of both students and their parents, leading to more active engagement in the curriculum. Subsequently, the teaching plan needs to focus on enhancing students' interest and participation in physical exercise. This implies that teaching content should not only revolve around traditional taekwondo technical training but should also incorporate more fun and interactive elements. For example, adding elements such as team competitions and role-playing can increase the appeal of the course. Additionally, theoretical knowledge about etiquette and spiritual culture in taekwondo can be imparted to students through storytelling, allowing them to not only learn taekwondo skills but also deeply comprehend and respect taekwondo culture. Furthermore, the

comprehensive teaching plan should also emphasize the promotion of students' physical and mental health. Taekwondo training serves as both physical exercise and spiritual refinement. Through professional taekwondo training, students can enhance their physical fitness, improve reaction speed, coordination, and flexibility, while also cultivating confidence, self-control, and courage to face challenges subconsciously [3]. Therefore, the teaching plan should focus on how taekwondo training can help students enhance mental toughness through overcoming obstacles and self-transcendence, thus boosting psychological well-being. The formulation of a comprehensive teaching plan is a systematic and complex task that requires teachers to deeply understand the practical needs of students, creatively design course content that aligns with the sunshine sports concept and taekwondo teaching requirements by comprehensively utilizing various resources and methods. This not only optimizes the quality and effectiveness of physical education teaching in higher education institutions but also ignites students' passion for sports, promoting their holistic development. In the future, with more research and practical exploration, it is expected that taekwondo teaching in higher education institutions will flourish under the guidance of sunshine sports, cultivating a generation of young individuals who are physically and mentally healthy, and spiritually vigorous.

#### **4.2. Strengthening the construction of teachers**

In the process of integrating the teaching of Taekwondo in higher education with the concept of sunshine sports, the strengthening of the teacher team construction has become a key component. A team of teachers with strong professional abilities and advanced concepts is not only a guarantee of improving the quality of teaching, but also an important force in promoting the deep-rooted concept of sunshine sports. Teachers, as the key role in teaching, imparting knowledge, and solving doubts, need to possess a high level of professional skills and advanced educational concepts in the teaching of Taekwondo, a unique sports program. The first priority is to enhance the professional technical level of teachers. This not only means proficiency in Taekwondo techniques, but also encompass a comprehensive grasp of sports and health knowledge. By regularly organizing teacher training, introducing industry-leading teaching methods and techniques, and scientifically and effectively integrating sports health knowledge into daily teaching. The personal charm and moral integrity of teachers have a profound impact on students. In the process of strengthening teacher team construction, emphasis on teachers' moral and ethical education is equally important. Teachers should become practitioners and promoters of the concept of sunshine sports, influencing and inspiring students through their words and actions, cultivating students' healthy and positive mindset, as well as the spirit of teamwork and fair competition. Additionally, innovation is another accelerator for promoting the integration and development of Taekwondo teaching with the concept of sunshine sports. Encouraging and supporting teachers to innovate in teaching methods and means, utilizing modern information technology to enrich teaching content, enhance the fun and interactivity of teaching, can more effectively attract students' interest, stimulate their enthusiasm for learning, and appreciate the unique charm of Taekwondo while enjoying the fun of sports. Guided by the concept of sunshine sports, the teaching of Taekwondo in higher education needs to continually explore and practice. Through the strengthening of teacher team construction, it can not only improve teaching quality, but also plant healthy and positive seeds in the hearts of students, allowing them to take root, sprout, and grow strong. Although this process is full of challenges, it is also of extraordinary significance, worthy of every educator's pursuit and practice with full enthusiasm and firm belief.

### 4.3. Advocating diversified teaching methods

The diversification of teaching methods not only embodies the core spirit of the concept of sunshine sports, but also contributes to enhancing the quality and effectiveness of Taekwondo teaching in universities, creating a comprehensive learning environment for students. The sunshine sports concept advocates a positive, comprehensive approach to physical education, emphasizing the harmonious development of students' body and mind, the full expression of their individuality, and the cultivation of a healthy lifestyle. Therefore, integrating diversified teaching methods into Taekwondo teaching at universities can not only allow students to experience the unique charm of Taekwondo, but also inspire their passion for sports, thereby cultivating a positive and healthy attitude towards life. Specifically, diversified teaching methods can be introduced in the following aspects: (1) strengthening the integration of theory and practice. In addition to basic Taekwondo movement training, teaching should also include theoretical knowledge of Taekwondo's history, culture, and tactical applications. Through multimedia teaching and case analysis methods, students can not only experience the charm of Taekwondo, but also gain a deeper understanding of its cultural background and spiritual connotation. (2) Implementing personalized teaching. Each student has different physical conditions, interests, and learning abilities, so teachers should adopt flexible and diverse teaching methods according to the specific situation of the students. For example, for students with strong athletic abilities, the difficulty of technical movement practice can be appropriately increased; for beginners, simpler and easier-to-understand teaching methods can be used to ensure that each student can benefit from the course [4]. (3) Organizing a variety of extracurricular activities. For example, organizing campus Taekwondo competitions, visiting Taekwondo exhibitions, and holding Taekwondo cultural festivals can not only increase students' interest in Taekwondo, but also promote interaction and communication among them, cultivating teamwork spirit and social responsibility. In conclusion, the promotion of diversified teaching methods is of great significance to improving the quality of Taekwondo teaching, inspiring students' enthusiasm for learning, and promoting the concept of sunshine sports. By innovating teaching concepts, enriching teaching methods, and expanding teaching content, university Taekwondo teaching can become an important platform for students to experience culture, exercise their bodies, and enjoy life, thereby better integrating the concept of sunshine sports with the teaching of university Taekwondo.

### 4.4. Establishing a platform for sunshine sports activities

The sunshine sports platform is not merely a physical gathering point, but a symbolic representation of spirit, conveying a positive and vibrant sporting ethos. Through such a platform, universities can organize a variety of taekwondo competitions, lectures, and exchange activities, allowing students to experience the charm of sports and ignite their interest and passion for taekwondo and other physical activities. A concrete approach is for universities to leverage existing resources such as school websites, social media, to create dedicated spaces or groups for taekwondo activities, disseminating the latest information, video tutorials, live broadcasts of competitions, and more. The diversity and timeliness of such content effectively captivate student attention, providing them with a constant avenue to engage with the culture of taekwondo and interact with fellow enthusiasts. Furthermore, universities should offer professional guidance and consultation services through the platform. For instance, inviting experts and coaches in the field of taekwondo to conduct online Q&A sessions, video tutorials, and organizing workshops that combine online and offline taekwondo skill-building sessions, enabling students to directly access high-quality instruction and practical training. Through this method, students not only attain technical proficiency but also genuinely experience the allure of taekwondo and the joy of sunshine sports.

Another crucial aspect of platform development involves encouraging student participation. Universities can establish signature events such as "Taekwondo Talent Show" and "Campus Taekwondo Challenge," encouraging students to be active participants and protagonists rather than mere spectators. Through competitions and displays, students learn through practice and grow through challenges [5]. This not only enhances students' interest in taekwondo but also boosts their confidence and collective pride, leading to increased active participation in sunshine sports activities. In conclusion, establishing a sunshine sports platform is a significant pathway for the fusion development of taekwondo teaching and the sunshine sports philosophy in universities. Through innovative platform design and management, not only can diverse learning and interaction opportunities be provided for students, but their passion for taekwondo can be ignited, fostering a positive and healthy lifestyle, further promoting the profound dissemination of the sunshine sports philosophy.

#### **4.5. Strengthen the integration with social practice**

The philosophy of sunshine sports refers to the modern concept of physical education that focuses on students, emphasizing participation, experience, enjoyment, and health. The integration of the philosophy of sunshine sports in university taekwondo teaching aims to advocate for students' active participation, enabling them to feel the physical and mental pleasure brought by taekwondo, thus enhancing physical fitness and spiritual outlook. Particularly, strengthening the combination with social practice not only allows students to learn and improve in practice but also makes taekwondo teaching more vivid and meaningful. Taekwondo, as an ancient yet dynamic martial art, inherently contains rich cultural connotations and social values. Through practical activities, students can more intuitively understand and master the techniques of taekwondo, and, more importantly, deeply experience the spirit of courtesy, respect, perseverance, and self-transcendence advocated by taekwondo. Specific paths of enhancing the combination with social practice include but are not limited to organizing students to participate in taekwondo performances, competitions, and community service activities. Through engaging in various forms of social practice, students not only enhance their courage and ability to showcase themselves but also improve their problem-solving abilities, thereby better embodying the integration of taekwondo teaching with the philosophy of sunshine sports. For example, universities can cooperate with communities and enterprises to establish long-term taekwondo teaching practice bases. In these bases, students can teach taekwondo to community residents, not only enhancing their own skills but also raising the health awareness of the community, using taekwondo as a bridge to promote the exchange and integration of campus culture and community culture. Additionally, universities should encourage students to participate in taekwondo competitions both domestically and abroad. Through the competition process, students can personally experience the charm of competitive sports, understand the importance of teamwork and fair competition, which holds significant value in cultivating students' collective honor, competitive awareness, and international perspective. Strengthening the combination with social practice also requires the active participation and guidance of teachers. Teachers need to provide meticulous guidance to students technically and also serve as organizers and guides in practical activities, helping students reflect, summarize, grasp the learning context and direction, and implement the philosophy of sunshine sports into every aspect of taekwondo teaching. In conclusion, strengthening the combination with social practice is of great significance for the integrated development of the philosophy of sunshine sports and university taekwondo teaching. This approach not only increases students' interest and participation but also helps them learn to cope with challenges in real life, cultivate lifelong learning capabilities, and adopt a healthy lifestyle. Through this integration, taekwondo evolves from merely a sports course

into an attitude towards life, a positive pursuit of spirit.

## 5. Conclusion

In general, the integration and development of sunshine sports philosophy with Taekwondo teaching in universities is a complex and fruitful process. It requires both innovation in the educational philosophy, content, and methods of university physical education, as well as strong support from university management and active cooperation from the external environment. Through the development of comprehensive teaching plans, the strengthening of faculty and staff, the promotion of diversified teaching methods, the establishment of a well-rounded sunshine sports platform, and the enhancement of students' social practice activities, the profound integration of sunshine sports philosophy with Taekwondo teaching in universities can be effectively promoted. This not only contributes to the improvement of students' physical fitness and mental health but also enhances the students' social adaptability and comprehensive personality development. In future practices, university physical education should continue to focus on the new situations and issues related to the integration of Taekwondo teaching with the sunshine sports philosophy, dynamically adjusting teaching strategies and methods to continuously improve the quality of education, and lay a solid foundation for the cultivation of healthy, well-rounded builders and successors of socialist modernization.

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