



## Future Trends of Wushu and Education Process for Sport University China

<sup>1</sup>Liang Qimin, <sup>2</sup>Pattarapon Maharkan, and <sup>3</sup>Prakit Hongsaenyatham

Faculty of Sports Science and Technology Bangkokthonburi University, Thailand

<sup>1</sup> E-mail: 804747849@qq.com, ORCID ID: <https://orcid.org/0009-0007-8350-8780>

<sup>2</sup> E-mail: paulsport@gmail.com, ORCID ID: <https://orcid.org/0009-0003-5761-7036>

<sup>3</sup> E-mail: prakitsport@gmail.com, ORCID ID: <https://orcid.org/0009-0009-2196-0258>

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### Abstract

**Background and Aim:** Under the auspices of the 19th National Congress of the Communist Party of China and an array of state policies, this research aims to scrutinize the role of Wushu culture within the national development strategy of the new era. These policies include the "Five-Year Plan for Chinese Wushu Development," "Opinions on Implementing the Inheritance and Development Project of Excellent Traditional Chinese Culture," and "Outline for the Construction of a Sports Power" Amidst the strong emphasis by General Secretary Xi Jinping on cultural construction and the promotion of traditional culture, this research elaborates on the pivotal role sport university China serves in the exploration and dissemination of Wushu culture. The central objective of this study is to undertake an in-depth exploration of the historical evolution of Chinese Wushu culture and to critically examine its current state and potential future trajectories within the milieu of Chinese sports universities. The study aims to provide valuable insights for education policy-makers, practitioners, and researchers and is expected to make a substantial academic contribution to the discourse on Wushu culture and its pedagogy.

**Materials and Methods:** The research methods combined quantitative and qualitative means with mixed methods. To collect the data, a literature review, expert interviews, and questionnaires were used in this study. In addition, the views and suggestions of 19 experts on the future development of the wushu culture curriculum were collected through the Ethnographic Delphi Futures Research method. Use descriptive statistics to analyze the data (average, standard deviation) collected by mixing methods; in addition to quantitative analysis, we will also qualify the data collected from expert interviews and open questionnaires.

**Results** Experts affirm the importance of enhancing traditional cultural education, emphasizing the central role of the concepts of physical and mental health and wellness in wushu instruction. They believe that employing modern educational technology and utilizing a combination of online and offline teaching methods allow students to gain a deeper understanding and mastery of wushu course content. Interdisciplinary collaboration is seen as a new trend in the future of wushu education. It is advocated to actively explore new resource allocation models such as public-private partnerships and cross-sector collaborations, leveraging resources from various sectors of society to collectively advance the development of wushu education. Suggest: Establish specialized courses focusing on wushu culture: Innovate and expand course content: Employ diversified instructional designs: Develop a scientifically sound and rational course evaluation mechanism: Prioritize the transmission of wushu philosophy and culture: Promote the integration of wushu with other academic disciplines: Strengthen the internationalization of wushu education and promotion.

**Conclusion:** Enhancing traditional wushu education involves the creation of specialized courses, diversified instructional methods, and a strong emphasis on wushu culture and philosophy. Collaborative resource allocation and internationalization efforts further contribute to the continued development and promotion of this ancient martial art.

**Keywords:** Wushu; China Sport University; Development Trend; Education Process

### Introduction

At the 19th National Congress of the People's Republic of China on October 18, 2017, Secretary Xi Jinping insightfully asserted, "Through persistent and relentless efforts, socialism with Chinese characteristics has entered a new historical period, symbolizing a new historical positioning for our nation's development" ("Report at the 19th National Congress of the Communist Party of China," 2017). Throughout the evolution of the Chinese nation, culture consistently plays an integral role. Particularly within the stride of the new era, our nation has successfully elevated cultural development to new heights and placed significant emphasis on cultivating cultural confidence. Without a firm cultural confidence, the great rejuvenation of the nation cannot be realized. Amid the intense international competition, the influence of a country's cultural soft power is increasingly prominent. In this context of cultural soft power, those who grasp the advantages may potentially dominate the international discourse.



On July 22, 2016, the Wushu Sports Management Center formulated and released the "Five-year Plan for Chinese Wushu Development," which highlighted the pivotal role of sports university China in Wushu development ("Five-year Plan for Chinese Wushu Development," 2017). On January 25, 2017, the General Office of the State Council introduced the "Opinions on Implementing the Inheritance and Development Project of Excellent Traditional Chinese Culture" ("Opinions on Implementing the Inheritance and Development Project of Excellent Traditional Chinese Culture," 2017). Subsequently, on August 10, 2019, it issued the "Outline for the Construction of a Sports Power" ("Outline for the Construction of a Sports Power," 2019). Over these two years, the continuous releases from the General Office of the State Council have underlined the importance of preserving and developing national traditional sports culture.

As a brilliant treasure of national traditional sports culture, Wushu culture manifests the unique cultural genes of the Chinese nation and serves as a powerful tool in fostering cultural confidence and building a strong socialist cultural country. Universities, particularly sports universities in China, not only carry the responsibility of training professional wushu talents but also play an irreplaceable role in the inheritance and development of wushu culture, making significant contributions to the construction of a sports power, a cultural power, and an educational power.

In the context of the new era, the state highly values the deep exploration and dissemination of traditional culture, accelerating the deep exchange and integration in areas such as sports and humanities, to fully showcase our nation's profound and extensive culture, strengthening the cultural soft power of national development, and embracing the new development of culture with a fresh posture. On September 22, 2020, Secretary Xi Jinping, in his speech at the symposium of experts in the fields of education, culture, health, and sports, reemphasized the prominent position of cultural construction and urged the acceleration of the inheritance and development of traditional culture.

Wushu, as an excellent product of China's five-thousand-year civilization, possessing both theory and practice, interprets culture through physical practice, showcasing our national characteristics. As the gathering place for professionals in various fields, universities bear the heavy responsibility of building socialism and cultivating talents for future national development. Therefore, it is necessary to delve deeply into and sort out the core values embedded in Wushu culture. This research aims to foster more Wushu talents adaptive to the new era's development through exploring the construction of Wushu culture in sports University China. The research on the construction of Wushu culture at Sport University China is not only a demand of the times to inherit Wushu culture, but also the scientific practice of building socialist culture in Sport University China, which constitutes the starting point of this thesis research.

## Objectives

To study the current state of Wushu cultural instruction in Chinese sports universities.

To study the future trajectories of Wushu cultural instruction in Chinese sports universities.

## Literature Review

### A Historical Investigation of Wushu Culture in Sport University of China

Although the quantity of literature using "Wushu Culture in Sport University China" as a keyword on CNKI is limited, we expanded our search to "Cultural Construction in Sport University China," yielding 236 relevant documents. Upon detailed analysis of these resources, many scholars categorize cultural elements into three major aspects: material culture, spiritual culture, and institutional culture. To meet the research requirements of this study on Wushu culture, we classified the elements of Wushu culture into five key categories in line with the unique characteristics of sports universities in China: subjectivity, environmental factors, subjectivity, objectivity, and historicity.

Firstly, Sports University China needs to clarify its education philosophy and objectives. Professor Yang Guoqing suggests that higher physical education institutions should focus on the development of competitive sports, adaptively adjust teaching objectives, exploit their advantages, and effectively resolve the issues existing in our country's talent cultivation for competitive sports. Simultaneously, higher physical education institutions play a significant role in building a strong sports nation. Professor Li Jiekai also notes that in achieving the goal of a strong sports nation, Sports University China needs to clarify its five main functions. He noticed that numerous problems exist in the process of education in higher physical education institutions, such as unclear target positioning (Yang, 2019). Professor Yang Hua pointed out that although the original intention of creating sports universities





China in our country was to serve high-level competitive sports, due to the influence of national macro policies, sports universities in China have gradually deviated from their original intentions and shifted more toward an education-oriented training model (Li, 2003). In this regard, Professor Huang Haojun provided an in-depth discussion. He noted that some sports universities in China have a vague understanding of their education philosophy and objectives, failing to clarify whether the focus of education is on sports or education. He pays particular attention to the fact that some sports universities in China, in actual operation, have deviated from the integration objective of teaching, training, and research, resulting in an overemphasis on their advantageous programs and neglect of their weak ones, causing serious bias. This is a severe problem that requires serious attention. On the one hand, we should see that geographic factors are a crucial part of the characteristics of education. For sports universities in China, the cultural atmosphere of their location profoundly impacts them. Professor Chen Yuntao pointed out that the process of talent cultivation in higher physical education institutions should closely revolve around national policies, maintain the correct direction of development, and strategically absorb and integrate representative regional cultures surrounding the schools (Chen, 2017). This organic integration will greatly enrich and enhance the unique characteristics of higher physical education institutions, enabling them to integrate more local characteristics and cultural connotations into the process of talent cultivation. Professor Chi Jian shares an in-depth understanding and agreement with this. He believes that as professional institutions, the core characteristic of higher physical education institutions is "sports". With sports as the foundation, and competitive sports as the characteristic, this is the crucial principle in the construction of higher physical education institutions. He emphasized that higher physical education institutions need to remember this principle and look forward to fulfilling the great mission of education (Chi, 2015).

#### **Research on Wushu Courses in General Universities**

In 2001, Huang Di Quan proposed through interviews with Wushu teachers from 10 undergraduate colleges in Guangdong province, and questionnaire surveys and analysis of students from the '97 and '98 classes of the South China University of Technology who took Wushu as an elective course, that the content of Wushu elective courses in colleges should be student-centered, with their physical interest and psychological tendency as the foundation. The reform of Wushu courses in universities should be based on improving students' physical quality, and the content of Wushu courses should be changed to focus on Sanda and Taekwondo to attract more students to participate. (Huang, 2001). Yang Jianying and Qiu Pishiang reflected on the reform of Wushu courses in universities during the new era. They believe that Wushu in ordinary universities should cultivate a spirit of "harmony and coexistence" based on the courage to struggle and the spirit of perseverance. The aim should be to enable students to enhance their physical fitness, improve their health, inherit national culture, and promote national spirit through the pursuit of enhanced defensive capabilities (Yang & Qiu, 2008). Qiu Bin and Zhang Qingjian suggested that Wushu courses in colleges should be "people-oriented" and implement diversified Wushu teaching objectives; and level teaching content; establish a Wushu grading examination system; and combine Wushu courses with Wushu clubs for reform (Qiu & Zhang, 2005).

Shi Guoshan researched and discussed the problems of Wushu courses in colleges. He believes that the main problems in Wushu courses in colleges are that Wushu education theory and model are singular and conservative; the inheritance of traditional cultural connotations is missing in Wushu teaching; there is a profound influence from Western sports thought and a lack of distinct national characteristics. His suggestions are to highlight people-oriented and health-first education concepts; enhance the understanding of Wushu philosophical concepts; and accelerate the reform of the Wushu course content system (Shi & Zhang, 2005). Yang Tao's research indicates that there are many problems in Wushu course teaching, such as teaching objectives, curriculum content setting, the current situation of the teacher team, material security in teaching, and teaching evaluation. His countermeasures are to change concepts, highlight the diversification of Wushu teaching objectives; increase the teaching hours of Wushu theory courses, standardize the content of theoretical teaching; and put the teaching of Wushu basic skills and attack and defense techniques throughout (Yang, 2004). Tan Zuojun conducted a comprehensive and systematic analysis of the traditional cultural education of Wushu courses in

universities, advocating the use of excellent national traditional Wushu culture to conduct humanities education for college students, suggesting that Wushu traditional culture education be implemented in general university Wushu courses, thus finding a better entry point for the inheritance of traditional culture, the education of college students' humanities quality, and the development of Wushu, thereby cultivating college students' national pride and patriotic spirit (Tan, 2006).

### Conceptual Framework

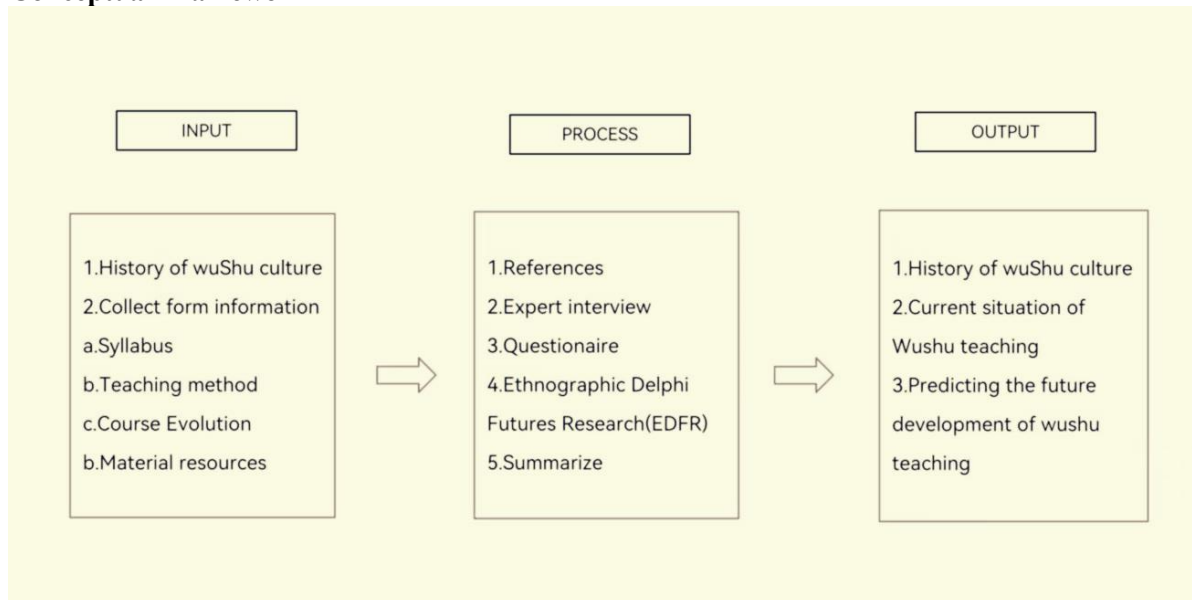


Figure 1 Conceptual Framework

### Methodology

This study adopts a mixed methods research approach, which combines quantitative and qualitative research methods.

#### Population and sample

**Population Size and Sample Size:** The target population of this study is the Wushu major students from 14 sports universities in China, estimated to be 2000 individuals.

**Sampling Technique:** In this study, we utilized the sampling technique proposed by Yamane Taro. Given our total population size of 2000, we calculated and selected 334 individuals as our sample for this research.

#### Research instrument

**Literature Review:** A comprehensive analysis of pertinent books, journals, and online resources to gain theoretical insights and practical cases related to Wushu's evolution in Chinese university physical education.

**Expert Interview:** Engaging in discussions with professionals and key stakeholders in the field to gather diverse insights on the current trends and future directions of Wushu culture. There are 19 members in the expert group, including 9 university teachers, 7 wushu coaches, and 3 social figures related to wushu.

**Questionnaire Survey:** Utilizing the Questionnaire Star platform to distribute electronic questionnaires, collect information from all aspects of wushu cultural courses, and ensure questionnaire validity and reliability through an Item-Objective Consistency (IOC) evaluation.

#### Data collection

**Literature Review Method:** This method entails the exhaustive inspection and analysis of pertinent books, journals, and online resources, to acquire theoretical knowledge and practical cases related to the evolution and future trends of Wushu within Chinese university physical education.

**Expert Interview Method:** In-depth discussions will be conducted with teachers in relevant fields, leaders of higher education institutions, and key personnel from comprehensive and normal universities. These interviews aim to gain expert perspectives and insights on the current trends and future outlook of Wushu culture, thereby enriching and enhancing the content of our research. There



are 19 members in the expert group, including 9 university teachers, 7 wushu coaches, and 3 social figures related to wushu.

**Questionnaire Survey Method:** We will design and distribute electronic questionnaires via the Questionnaire Star platform. These questionnaires aim to gather data about various facets of the Wushu culture class education process, including teaching methodologies, activity formats, and Evaluation systems, amongst others.

**Ethnographic Delphi Futures Research (EDFR):** Based on the historical background and teaching status, the Ethnographic Delphi Futures Research method was used to predict the future development trend of wushu-course education through three rounds of expert interviews. The expert group consists of 19 members, including 7 university professors, 6 senior coaches, 3 wushu experts, and 3 interdisciplinary experts.

### Data Analysis

**Descriptive Statistical Analysis:** Initially, we will use descriptive statistics to analyze the data gathered through the mixed methods approach for a holistic overview, this will involve calculating averages and standard deviations.

**Inferential Statistical Analysis:** Upon delving deeper into our research questions, we will utilize inferential statistical methods.

**Qualitative Analysis:** In addition to quantitative analysis, we will conduct a qualitative analysis of the data collected from expert interviews and open-ended questionnaire responses.

**This study** employs the use of SPSS 26.0 for data processing and analysis to ensure the accuracy and reliability of the research.

### Research Process

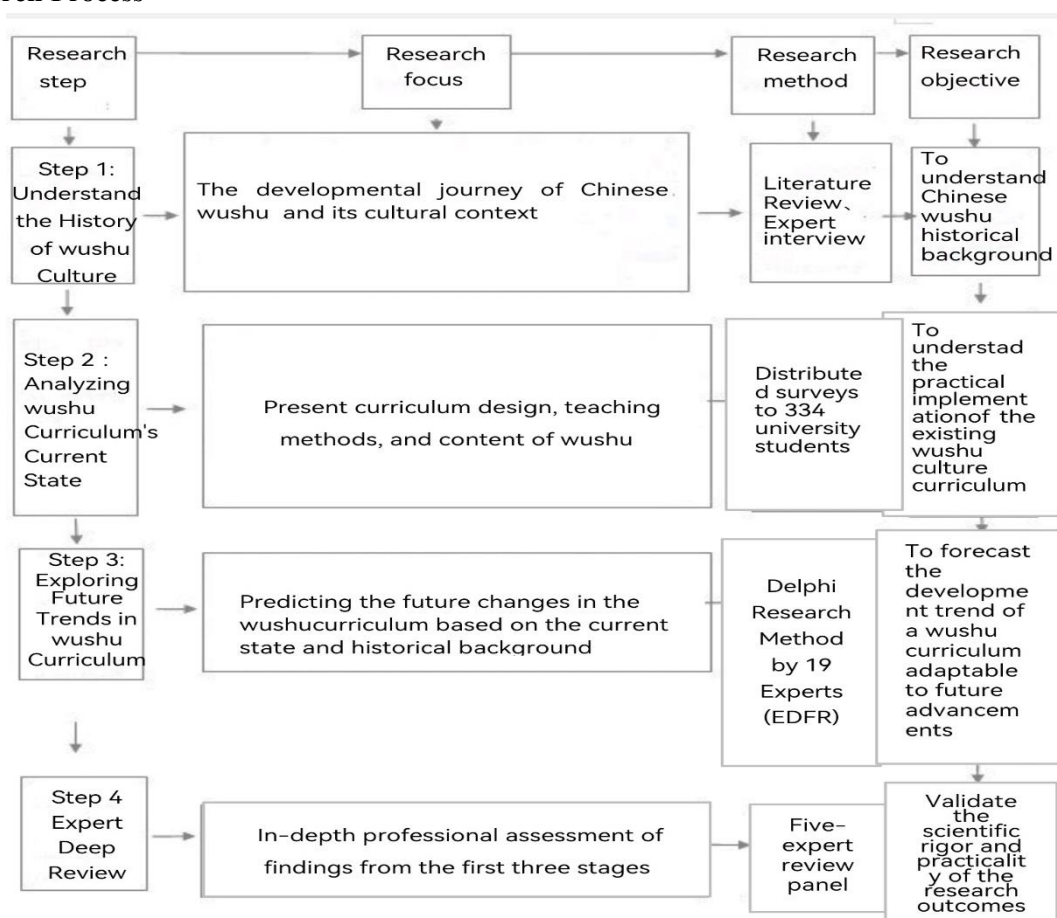


Figure 2 Comprehensive Research Framework



## Results

This chapter serves as the core section of the study, discussing the current education status and future development trends of wushu courses at Chinese sports universities.

### 1. Current Status of Wushu Teaching: Analysis of University Student Questionnaire Survey

This study aims to explore in-depth the attitudes and opinions of university students towards Wushu teaching. We selected 2000 potential respondents who are enrolled as Wushu majors at 14 sports universities in China. Using Taro Yamane's sampling method, we finally identified 334 students as the sample and distributed online questionnaires to them to collect their views and suggestions on Wushu teaching.

### 2. Evaluation from the Student Perspective: Quantitative Analysis of Teaching Methods to Course Outcomes

Table 1 Student Participation Content and Satisfaction (n = 334)

Participation content	Very Dissatisfied (n)	Dissatisfied (n)	Not Satisfied (n)	Medium Satisfied (n)	Very Satisfied (n)
Basic movement exercise	2.3% (8)	4.5 % (15)	23.7 % (79)	40.8 % (136)	28.7% (96)
Theoretical knowledge of wushu	1.9 % (6)	3.8 % (13)	25.1% (84)	42.3 % (141)	26.9% (90)
Practice and Fight	3.1 % (10)	5.7 % (19)	22.4% (75)	38.1 % (127)	30.7 % (103)
Traditional Wushu culture education	2.8% (9)	4.2 % (14)	24.6 % (82)	39.7 % (133)	28.7 % (96)
Satisfaction of cultural education	4.2 % (14)	7.7 % (26)	20.0 % (67)	40.3% (135)	27.8% (93)

The data indicates that a majority of students are either "very satisfied" or "satisfied" across all categories of Wushu education, from basic movements to cultural understanding. However, the "Practice and Fight" section has the lowest rates of satisfaction, and the "Satisfaction of Cultural Education" has the highest rates of dissatisfaction, suggesting areas for potential improvement. Overall, the findings show a generally positive student experience but also identify specific facets where adjustments could enhance satisfaction.

Table 2 Student's attitudes and views on teaching methods (n = 334)

Execution technique	Very Satisfied (n)	Satisfied (n)	General (n)	Dissatisfied (n)	very dissatisfied (n)
Experimental teaching	45.5% (152)	35.9% (120)	15.3% (51)	3.3% (11)	28.7% (96)
Case teaching	30.2% (101)	40.1% (134)	25.1% (84)	4.6% (15)	26.9% (90)
Discussion teaching	20.4% (68)	33.2% (111)	37.1% (124)	9.3% (31)	30.7% (103)
Interactive teaching	50.3% (168)	30.5% (102)	14.4% (48)	4.8% (16)	28.7% (96)
Online teaching	22.2% (74)	24.6% (82)	41.6% (139)	11.6% (39)	27.8% (93)

First of all, it can be seen from the "experimental teaching" that most students (81.4%) are satisfied or very satisfied with such teaching methods, which shows that experimental teaching is highly effective and accepted in wushu culture education. Secondly, although "case teaching" also achieved a high satisfaction rate (70.3%), it was significantly less used in the curriculum than experimental teaching. This may suggest that there is room for further tapping the potential of case teaching in terms of execution techniques. Although "discussion teaching" and "interactive teaching"



show a high degree of effectiveness in some of the effects of these two methods. This may be related to many factors, such as teachers' teaching experience and classroom management ability. Finally, it is worth noting that the satisfaction obtained by "online teaching" is relatively low (46.8%), which may be related to wushu as a highly practical subject and pure online teaching is difficult to meet all teaching needs.

Table 3 The related indicators of teaching achievement evaluation (n = 334)

Evaluation of Teaching Results	Low Importance (n)	Index Item Importance (n)	High Importance (n)
Student Achievement	4.8% (16)	15.3% (51)	80.9% (270)
Teacher Feedback Satisfaction	2.6% (9)	12.1% (40)	85.3% (285)
Course Evaluation Questionnaire Score	3.9% (13)	17.2% (57)	78.9% (264)
Cultural Cognitive Test	5.1% (17)	16.5% (55)	78.4% (262)

The data indicates that the majority of respondents place a high importance on all evaluated aspects of teaching results. Specifically, "Teacher feedback satisfaction" received the highest rate of high importance at 85.3%, followed closely by "Student achievement" and "Cultural Cognitive Test". The item with the lowest rate of high importance is the "Score of the course evaluation questionnaire," although it still has a notably high percentage. This suggests that while all aspects are deemed significant, satisfaction with teacher feedback and student achievement are especially critical in evaluating teaching outcomes.

Table 4 Allocation of Wushu education resources corresponding to different regions and school types (n = 334)

Area / School Type	Special Wushu Teaching Venue (n)	Senior Wushu Teaching (n)	Full-Time Teacher (n)
First Tier Cities	86.7% (290)	79.6% (266)	72.4% (242)
Second-Tier Cities	76.3% (255)	68.7% (229)	65.1% (217)
Third-Tier Cities	69.2% (231)	54.8% (183)	57.3% (191)

According to the data in Table 4, we can see that there are more sufficient wushu education resources in the first-tier cities. In contrast, second-tier cities and third-tier cities and below have obvious deficiencies in specialized wushu teaching venues and advanced wushu teaching. These data show that despite some recognition in the higher education system, Wushu resources still face challenges. Especially in non-first-tier cities, the venues and equipment specially used for wushu teaching are relatively scarce, which undoubtedly limits the quality of wushu teaching and the possibility of widespread promotion of wushu. From the perspective of education resources, these phenomena may lead to different teaching quality, which can further affect students' learning effectiveness and a comprehensive understanding of wushu culture. Therefore, the balanced allocation and effective utilization of resources have become the key factors in improving the quality of wushu education. To solve this problem, we need to take comprehensive measures from the policy, fund, and China Sport University. This includes but is not limited to, improving financial support for schools in non-first-tier cities, strengthening teacher training, and cooperating with local governments and enterprises to jointly promote the rational distribution and effective use of wushu education resources.



### 3. Current Status and Challenges of Wushu Education

In recent years, Wushu, as a part of Chinese traditional culture, has gained increasing attention within the education sector. Students, being the primary stakeholders of Wushu education, play a decisive role in shaping teaching methods, content, and strategies. Firstly, the evaluation of teaching outcomes serves as a key metric for assessing the efficacy of Wushu education. From the student's perspective, evaluation methods must balance standardized and individualized elements. Survey data reveals that 80.9% of students consider "academic performance" as highly important, indicating their high expectations towards their learning. Moreover, teacher feedback satisfaction and course evaluation survey scores are also considered important metrics by the majority of students. Additionally, cultural awareness tests are highly valued by students, as deepening their understanding of Wushu culture is one of their core learning objectives. Secondly, the allocation of education resources directly influences the quality of teaching and student satisfaction. Survey results indicate significant discrepancies in Wushu education resources across different regions and types of schools. First-tier cities have markedly better resources compared to second and third-tier cities, reflecting the imbalances in education resource allocation closely tied to the levels of socio-economic development. education resources not only encompass infrastructure and equipment but also teaching quality, textbooks, and curriculum design. Thirdly, student engagement serves as a critical indicator to reflect the appropriateness of teaching methods, content, and strategies. While foundational skills and form training occupy a significant role in the curriculum, and students are generally satisfied, the teaching satisfaction for cultural and historical content remains relatively low. This suggests that current Wushu education needs to find a better balance between skill training and cultural education. In summary, the current landscape of Wushu education is characterized by diversity and complexity. Student needs and opinions show a trend toward diversity and individualization. Educators and policymakers need to closely monitor student feedback and continually optimize teaching content and methods to ensure that Wushu education meets the skills requirements of the students while also deeply inheriting and promoting Chinese Wushu culture.

### 4. Exploring Future Development Trends in Wushu Courses: A Delphi Study

Drawing upon historical context and the current education landscape, a Delphi study was conducted involving three rounds of expert interviews to project the future developmental trajectories of Wushu course education. Following extensive Delphi research consultations with 19 domain experts, several consensual viewpoints on the future evolution of Wushu instruction have emerged.

Table 5 Survey on the support degree of interdisciplinary wushu culture teaching model (n = 19)

Trend Category	Agree (n)
Strengthen traditional culture education	94.7% (18)
Emphasize the concept of physical and mental health and health preservation	89.5% (17)
Using modern education technology	84.2% (16)
Carry out interdisciplinary cooperation	78.9% (15)
Promote international exchanges	94.7% (18)
Pay more attention to practical and experiential teaching	86.4% (16)

The dataset reveals widespread support for interdisciplinary teaching modes in the context of wushu culture among experts and educators. Specifically, 84.2% of respondents support this interdisciplinary teaching approach, indicating a favorable outlook on its capacity to improve education quality and outcomes. Moreover, a high percentage of 84.2% believe that the integration of wushu with history contributes to cultural inheritance, suggesting a coalescent view of culture and history in education. Additionally, 89.5% think that combining wushu with philosophy can enhance students' philosophical thinking, highlighting that wushu education extends beyond skill training to contribute to comprehensive humanistic development. These figures underscore the multifaceted value and potential impact of interdisciplinary teaching modes in wushu culture education.





Table 6 The importance of practice and experience in teaching wushu culture (n = 19)

Trend Category	Agree (n)	Disagree (n)
Strengthen traditional culture education	94.7% (18)	5.3% (1)
Emphasize physical and mental health	89.5% (17)	10.5% (2)
Using modern education technology	84.2% (16)	15.8% (3)
Interdisciplinary cooperation	84.2% (16)	15.8% (3)
Promote international exchanges	94.7% (18)	5.3% (1)
Focus on practical and experiential teaching	89.5% (17)	10.5% (2)

Based on the data, there is a strong consensus among respondents on the importance of various strategies in Wushu teaching. Strengthening traditional culture education and promoting international exchanges garnered the highest agreement, with approximately 95% (18 out of 19 respondents) in favor. Emphasizing physical and mental well-being and experiential learning also received considerable support, at around 90% (17 out of 19). Utilizing modern education technology and interdisciplinary cooperation were slightly less popular but still highly endorsed, with about 84% (16 out of 19) agreeing. The low numbers in the "Disagree" column across all categories indicate a general alignment on the value and direction of these teaching strategies.

### 5. Future Development Predictions and Practical Strategies for Wushu Education

From the data and analyses derived from the Delphi study with experts, it is clear that wushu education faces several challenges and issues at this stage. The experts concur on several directions for the future development of wushu education. Firstly, there is a strong emphasis on strengthening the cultural heritage aspect of wushu education, particularly in non-first-tier cities. This aims not only to perpetuate the techniques but also to pass down the underlying philosophy, morals, and historical culture behind wushu. Secondly, optimizing the allocation of education resources is a pressing concern. There are significant disparities in wushu education resources across different regions and types of schools, notably between first-tier and non-first-tier cities. Experts suggest that reallocation and optimization of resources are essential to ensure high-quality wushu education for every student. Thirdly, there is a call for innovation in teaching methods. To improve learning outcomes and student satisfaction, educators should innovate their pedagogical techniques. This could involve more practical teaching, leveraging modern education technology, and blending online and offline instructional methods.

Moreover, interdisciplinary integration with other academic subjects is advised. wushu is not merely a physical skill; they are intimately connected with philosophy, history, and art. Experts believe that wushu education should transcend traditional education frameworks to integrate more deeply with other disciplines. This could offer students a more comprehensive and profound learning experience, in addition to fostering the innovation and transmission of wushu culture. Overall, experts largely agree that, in the face of modern societal challenges, comprehensive reforms are needed in wushu education. This extends beyond the optimization of education content, teaching methods, and resource allocation to emphasize the importance of cultural heritage. Such reforms not only allocate more resources to wushu education but also enrich and diversify students' learning experiences. Finally, from a student engagement perspective, experts stress the significance of a student-centered education philosophy. In modern education, students are not merely passive learners but are the focus of the education process. Experts recommend that wushu education should be more attuned to the needs and feedback of students, fully engaging their enthusiasm and creativity to offer more personalized and customized learning experiences. In summary, from the experts' viewpoint, the future development of wushu education is laden with both opportunities and challenges. To genuinely propel its growth, a collective societal effort is required, coupled with modern education philosophies and technologies to innovate the content, methods, and assessments, aiming to provide students with a comprehensive, profound, and internationalized learning experience.



Figure 3 Evolution of Wushu Culture Teaching Feedback and Future Educational Strategies

## Discussion

### 1. History of Wushu Culture

Wushu, as an essential component of Chinese civilization, has undergone a developmental journey spanning thousands of years. Literature reveals the significant value and status of Wushu in historical, social, and cultural contexts (Zhang, 2005). In modern society, even though the practicality of Wushu in daily life has gradually diminished, its cultural, philosophical, and artistic value continues to be acknowledged across all age groups (Wang & Li, 2010). Expert interviews further affirmed this, emphasizing the holistic value of Wushu and not merely as a combat skill (Liu, 2015). However, the inheritance of Wushu faces challenges in the contemporary world. With accelerated lifestyles and advancements in technology, modern individuals have diminishing time and opportunities to engage with and understand traditional culture. This is why many experts believe that Wushu's evolution needs to be modernized, blending with current culture and technology, to be more aligned with modern lifestyles and demands (Zhang, 2005). A point of discussion worth noting is how to perpetuate and enhance the unique value of Wushu in the modern era. According to research by Chen (2008), Wushu closely correlates with physical health, psychological adjustment, and social interaction, offering a plethora of opportunities and challenges for its modern instruction.

### 2. Current State of Wushu Cultural Curriculum

At present, there are significant variations in the implementation and effectiveness of the Wushu cultural curriculum across different educational institutions. Student questionnaire surveys have revealed their expectations and satisfaction levels concerning course content, teaching methods, and teacher quality. Research by Yang et al. (2017) indicates that modern students are increasingly concerned about the practicality and interest level of courses, and this applies to the Wushu cultural curriculum. Concurrently, the teaching methods and content of the Wushu cultural course need further enhancement. Modern students place a higher emphasis on interaction and experience, and the traditional approach of "teaching according to aptitude" might no longer be applicable (Yang, Chen & Zhang, 2017). Educators need to seek more innovative and effective teaching methods to cater to student's needs and interests. How Wushu teaching adapts to these changes and requirements is a pressing issue for educators. One potential direction is integrating modern education technologies and methods, such as virtual reality and augmented reality, to enhance the course's interactivity and appeal.



(Zhou, 2020). Another approach is to place a greater emphasis on the cultural and philosophical value of Wushu, making it an integrated method of physical and mental education (Hu & Zhang, 2018).

### 3. Trends in the Future Development of Wushu Cultural Curriculum

The future development of Wushu courses will be an integrated process that blends tradition with modernity, and the local with the international. Expert predictions offer profound insights and recommendations regarding this trend. In line with this, Xu (2019) highlighted that the internationalization of Wushu is not only a process of cultural dissemination but also one of cultural innovation. Technologically, Wushu's teaching might leverage the latest advancements like virtual reality and augmented reality to provide a more authentic and vivid learning experience (Li & Wang, 2021). However, this also brings forth new challenges, such as ensuring that the use of technology does not compromise the traditional values and teaching quality of Wushu (Zhao, 2020). Overall, the future of Wushu instruction is rife with challenges and opportunities. To adapt to these changes, we need in-depth research, practice, and innovation, to ensure that the inheritance and development of Wushu retains its traditional charm while catering to the needs of modern society.

### Recommendations

1. Enhance research and exploration of traditional wushu; Establish specialized courses focusing on wushu culture.
2. Innovate and expand course content.
3. Employ diversified instructional designs.
4. Develop a scientifically sound and rational course evaluation mechanism.
5. Prioritize the transmission of wushu philosophy and culture.
6. Promote the integration of wushu with other academic disciplines.
7. Strengthen the internationalization of Wushu education and promotion.

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