



Development and Promotion of Wushu Guidelines in Shanxi Province University

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Abstract

Background and Aim: Wushu, often regarded as one of the key elements of traditional Chinese culture, along with medicine, Beijing Opera, and calligraphy, form what is known as the "four quintessences of China." This cultural heritage has evolved and gained profound practical significance over thousands of years. This research aims to assess and advance the current status of "Wushu in campus" initiatives in higher education institutions, contributing to students' health, the propagation of Chinese Wushu, and the preservation of traditional national culture.

Materials and Methods: There were 5,320 undergraduate students enrolled in Shanxi University, divided into 1,685 people in North China University, 1,935 people in Taiyuan Normal University, and 1,700 people in Shanxi University. 370 Wushu students were simply random sampling selected from three universities in Shanxi Province, and 15 Wushu teachers from 3 universities, 3 people from each university. Two Wushu course administrators from 3 universities, a total of 15 people. The total sample size was 385 people. This research used questionnaires and expert interviews to collect the data and develop guidelines for promoting Wushu in universities. Then, through 9 experts in a focus group to confirm the results of developing and promoting Wushu in universities. This research used mean, standard deviation, and percentage to analyze the data.

Results: the Wushu into the campus activity guidelines indicated analysis were, Teaching with 7 tertiary components, Relevant department with 6 tertiary components, Complete system with 5 tertiary components, and Competition with 4 tertiary components.

Conclusion: "Wushu into the campus" activities for students, to provide them with more ways to exercise. This activity will publicize Wushu from multiple angles and sides so that more people can see Wushu, understand Wushu, learn Wushu, and even love Wushu, which can publicize the traditional culture of the Chinese nation.

Keywords: Development and Promotion; Wushu; Shanxi Province Universities

Introduction

Wushu, often regarded as one of the key elements of traditional Chinese culture, along with medicine, Beijing Opera, and calligraphy, form what is known as the "four quintessences of China." This cultural heritage has evolved and gained profound practical significance over thousands of years.

In ancient times, during the farming era, people began to employ simple tools for survival, initially for hunting and self-defense, which laid the groundwork for basic weapon skills. As warfare became prevalent, especially during territorial conflicts, people developed more advanced martial techniques and weapon routines to gain an edge on the battlefield.

With the passage of time and the advent of modernity, Wushu transformed competitive combat into becoming a vital avenue for individuals to exercise and enhance both physical and mental well-being. In contemporary times, the Chinese government has actively promoted "Wushu in campus" programs to improve students' physical fitness, instill Wushu values, and preserve its cultural legacy. These initiatives have been piloted in various regions and are gradually spreading nationwide.





Furthermore, as China's national influence has grown, Wushu has transcended borders and gained global prominence, leading to a surge in interest worldwide. In today's era of globalization and development, Wushu culture plays a pivotal role in the broader tapestry of world culture, consistently showcasing the distinct charm of Chinese traditional culture to the global audience. The concept of "Wushu into campus" was initially proposed in 1915 by the National Education Association, and over time, the Chinese government has introduced various policies to refine standards and promote Wushu education. Most notably, the General Administration of Sport of China has elevated "Wushu into campus" to a national policy, offering a top-level design for its implementation. This comprehensive plan defines the path for Wushu integration into the curriculum and highlights the role of Wushu in fostering morality, intelligence, physical fitness, and aesthetics in students. It encourages Wushu teachers to undergo re-education to support local Wushu teaching.

Despite strong policy support and recognition of the value of Wushu, the actual progress of "Wushu in school" has not met expectations, highlighting a stark contrast between policy advocacy and practical implementation. This disparity prompts reflection on the challenges involved. From a student perspective, Wushu offers physical benefits, including improved strength, speed, endurance, flexibility, and coordination. It also enhances self-defense capabilities and awareness, contributing to students' overall well-being. Furthermore, as a facet of Chinese traditional culture, Wushu provides not only physical exercise but also imparts moral values. Therefore, Wushu plays a role in improving physical fitness, psychological resilience, and cultural refinement.

For educational institutions, integrating Wushu into physical education curricula enhances curriculum diversity and enriches campus cultural activities. It provides the foundation for organizing Wushu clubs and school sports performances while replacing traditional broadcast gymnastics to engage students more effectively. Additionally, Wushu embodies valuable elements of traditional Chinese culture and contributes to students' character development, emphasizing humility and self-improvement. It thus plays a significant role in moral education.

Considering the context of the Healthy China strategy, this study examines the status of campus Wushu activities in selected universities in Shanxi Province. Its purpose is to understand the reality of Wushu integration, identify factors influencing its adoption, accelerate its implementation, and enrich campus culture in the region. The study also aims to enhance the effectiveness of Wushu teaching, stimulate student interest in learning, and establish an evaluation system for "Wushu on campus."

In conclusion, the promotion of "Wushu into campus" in Shanxi colleges and universities has deepened students' understanding of Wushu, leading to an overall improvement in their physical and mental well-being. This research aims to assess and advance the current status of "Wushu in campus" initiatives in higher education institutions, contributing to students' health, the propagation of Chinese Wushu, and the preservation of traditional national culture.

Objectives

To develop and promote Wushu Guidelines in Shanxi Province Universities.





Literature Review

Basic knowledge of Wushu sport

Wushu is a sport created and gradually accumulated by the Chinese nation in the long-term historical evolution process.

In primitive society, there are few animals, and the natural environment is very bad. In the harsh struggle of "natural selection, survival of the fittest", people naturally produced primary offensive and defensive means such as punching, kicking, finger-grabbing, jumping, and tumbling. Later, he gradually learned to make and use stone or wooden tools as weapons and produced some unarmed and the use of instruments to fight and kill skills, which is the bud of Wushu.

the end of primitive society, the frequent occurrence of tribal wars further promoted the development of Wushu, and the ancient "Wu dance" laid the foundation for the formation of later Wushu routines. During the Spring and Autumn period, the vassal disputes, the seven powerful Tuba, the war is very frequent. At this time, the appearance of iron and the rise of cavalry made weapons inside. More abundant, the Wushu of the percussion is further prominent, while the role of Wushu fitness has also been paid attention to. The Han Dynasty was a period of great development of Wushu, which was often used in court banquets. Sword dance, sword dance, double halberd, and other solo dance, pas de deux, or group dance routines. In addition to practical skills, also appeared pictographic dances for viewing and fitness, and the Wushu literature in this period also increased significantly. After the founding of the People's Republic of China, Wushu developed vigorously. In 1956, the Chinese Wushu Association established the Wushu Association and Wushu Team, etc. Gradually formed an unprecedented wide range of mass Wushu activities network, for Wushu. Development has opened up a broad path.

Gao Longfei (2019) stated that according to Chinese historical research, Chinese Wushu has been spread for 4,200 years, and the history of civil and Wushu is passed down from generation to generation. Wushu contains the essence of traditional Chinese culture, such as etiquette, virtue, attack and defense skills, kung fu, set pieces, traditional philosophy, and Taoism. It has the thought of "Wude" -- "worship Wu and uphold virtue" and emphasizes taking into account the cultivation of oneself and the cultivation of one's character so that the Wushu and virtue are closely linked.

Xu Tingwen (2021) believes that Wushu has been a cultural treasure of the Chinese nation for five thousand years, and has become a landmark symbol of the Chinese cultural spirit, because of its Chinese spirit and physical fitness function, as early as after the revolution of 1911, under the background of "strong power and strong species" set off a boom in learning Chinese Wushu.

Background of Wushu at the University

The earliest Chinese Wushu began in primitive times when people often had to fight with various animals for survival. A series of fighting skills and protective skills were produced in the process of fighting, which was the initial stage of Wushu.

Tang Cui (2016) believes that Wushu was manifested in different periods as follows: in primitive society, "killing" for survival and fighting for food; In the Paleolithic Age, people mastered the techniques of striking, splitting, and slashing, which mainly depended on self-defense. In the slave society, conflicts of interest gradually formed, which showed the military and educational value of Wushu. In feudal society, under the influence of political and military factors, the functional value of Wushu was manifested in fighting, education, entertainment, and so on. To





modern society, Wushu fitness, performance entertainment, and competitive competition have far-reaching influences.

Yi Jingjin (2021) believes that Wushu is a kind of technology inherited from military wars in ancient China. It mainly has two forms: Wushu routine and Wushu fighting, but fundamentally emphasizes the practical function of strengthening the body and protecting the self. In the literal sense, Wu refers to the ability of practitioners to protect their safety and rights, while Shu refers to the sets and techniques of Wushu. With the development of China's history for thousands of years, Wushu has been continuously promoted and inherited by practitioners in different times and regions, forming the soul of the survival and development of the Chinese nation.

From the school's point of view, Wushu is integrated into the school's physical education curriculum, improves the physical education curriculum system, and enriches the campus cultural activities. On the one hand, it is the foundation for organizing Wushu clubs and school sports shows. On the other hand, Wushu can replace traditional broadcast gymnastics to improve students' interest. Moreover, also believes that when Wushu enters the campus, schools are used as the carrier, Wushu is included in the important physical education curriculum of primary and secondary schools, and the traditional culture of the Chinese nation is inherited and carried forward to teach students to learn Wushu theory and skills, with better coverage and execution effect. At the same time, Wushu the campus for the majority of students' physical and mental health, promotes students to the extensive and profound cultural essence of Chinese Wushu to have a clearer understanding and cognition. Xu Tingwen (2021) believes that Wushu is a unique cultural symbol of China. It not only embodies the Chinese people's understanding of the relationship between heaven, earth, and man but also reflects the peaceful and inclusive mood and elegant and self-controlled taste of the Chinese people. It also reflects the strong cohesion, vitality, and persistence of the Chinese culture, and contains the connotation and momentum of the Chinese national culture. Has become our country's display of cultural soft power and the window to understanding Chinese culture from abroad. Therefore, "Wushu into Campus" is to promote and popularize students' cognition and understanding of Chinese Wushu and strengthen the inheritance and promotion of excellent traditional Wushu culture. Cao Shouyan (2021) believes that Chinese Wushu have lasted for thousands of years in the land of China. After a long period of cultural accumulation, they have distinct national cultural characteristics and are passed down from generation to generation. As a traditional national sport, Wushu can not only effectively develop the physical quality of the human body, but also improve the function of the organ system of the human body. All these are beneficial to the balanced development of the physical and mental health of teenagers. Wushu culture has always placed Wushu in a very important position, after long-term practice of Wushu, people can internalize Wushu into their conscious consciousness and behavior. Through school Wushu education, students can enhance their physique, promote their healthy growth, and cultivate the spirit of respecting teachers, unity, love, and mutual help.

SIPOC Theory

Bridges (2022) pointed out the SIPOC is an acronym that stands for Suppliers, Inputs, Processes, Outputs and Customers. In practical terms, SIPOC is a process mapping and improvement method that summarizes the inputs and outputs of one or more processes using a SIPOC diagram. Some organizations use the opposite acronym COPIS, which puts the customer's requirements first and illustrates the value of the customer to the organization.





The term SIPOC originates from the 1980s and is part of the total quality movement. Today you'll find SIPOC as a part of the Six Sigma, lean manufacturing, and business process management disciplines. Project management software can help you collect all the elements for your SIPOC and then organize them into a plan of action. Project Manager is a cloud-based work and project management software that helps you organize tasks to better execute them. Our multiple-project view lets you work how you want. For example, you can gather all the data from your SIPOC in a task list and then assign tasks, set priorities, and even see the status of the work once it begins. The SIPOC model can also be used to identify personal and professional strengths, pinpoint areas that need improvement, and enhance work efficiency and fulfillment in various aspects of life. By analyzing each SIPOC component in the context of your goals, you can gain a better understanding of your current status and develop a personal growth plan.

Manley (2023) noted the elements of SIPOC can be expanded as follows:

Suppliers: Identify the individuals or resources that assist in achieving your goals. This might include your family, friends, colleagues, media, and thoughts and beliefs. It might also include sources of support like mentors, coaches, or professional development opportunities.

Inputs: Evaluate your current knowledge, skills, and experience. This might include your education, work experiences, hobbies, health and wellness practices, and personal values.

Processes: Analyze the processes you're using to develop and grow. This might include goal setting, self-reflection, feedback from others, and continuous learning. What is your current approach to utilizing your strengths and addressing areas for improvement?

Outputs: Evaluate your current level of performance and fulfillment. What are the outcomes you're striving for in your personal development journey? This might include improved physical health, increased financial stability, greater fulfillment and happiness, and better relationships.

Customers: Who are the stakeholders in your different roles, and how can you provide the best outcomes to them? This might include yourself, your loved ones, colleagues, clients or customers, your employer, and your broader community.

Conceptual Framework

The conceptual framework for this research is as follows:

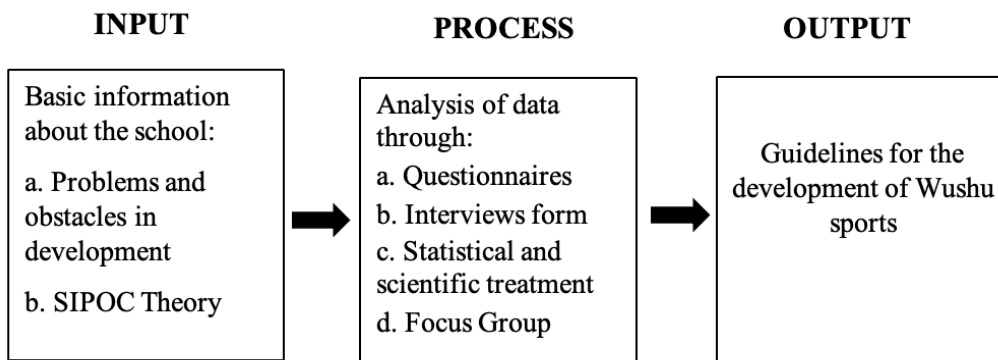


Figure 1: Conceptual framework





Methodology

1. Research Tools

1.1 Questionnaires

By referencing papers and books related to Wushu's introduction into campus settings, and by utilizing relevant questionnaires, this study was designed based on the specific needs and circumstances in Shanxi Province. The "Questionnaire Star" method was employed to create a questionnaire for students regarding Wushu's integration into the campus environment in Shanxi Province. After consulting with five expert teachers from the Shanxi Wushu Sports Center, as well as a Wushu authority, the questionnaire's content was modified and enhanced by the recommendations provided by these educators. The final version of the questionnaire was thus completed. The questionnaire used to ask students had an IOC = 0.72. The questionnaire used to ask teachers had an IOC = 0.70, indicating that both questionnaires were effective and could be used.

1.2 Interviewing form

By referring to relevant literature, an interview outline according to the actual situation of universities in Shanxi was developed. Then, the interview outline was modified by communicating with relevant experts and referring to their opinions. Finally, the interview content was completed.

2. Population and Sample

The researcher used Yamane's random sampling theory. A total sample of 370 people was obtained to obtain information from the sample that was comprehensive and distributed throughout all areas. The researcher then randomly sampled according to proportion. From a random sample of 370 people, the sample was as follows:

North China University has a population of 1,685. People received a sample group of 117 people. Taiyuan Normal University population of 1,935 people received a sample group of 135 people and Shanxi University 1,700 received a sample group of 118 people including a sample group of 370 people, and 3 wushu teachers from 3 universities each, 2 wushu curriculum administrators from 3 universities each, total 15 people. totaled the sample, totaling 385 people.

3. Data Collection and Analysis

3.1 The questionnaire was distributed to 117 North China University students, 135 Taiyuan Normal University population, and 118 Shanxi University students, totaling 370 student samples, and 15 samples of teachers.

3.2 Collect in-depth interview data This study used semi-structured interviews to interview 3 Wushu teachers from each university, a total of 9 people, and 2 program administrators from each university, a total of 6 people.

During the interview, Researchers use tools such as mobile phones. To record the audio content to ensure that no information was missed during the interview process. When the interview ends the researchers will convert the audio material to text format to facilitate organization and analysis in future work.

3.3 Collect data including questionnaires and interviews to analyze and develop guidelines for promoting Wushu in universities.

3.4 Creating a Focus Group of 9 experts to confirm the results of developing and promoting Wushu in universities.

3.5 This research used mean, standard deviation, and percentage to analyze the data.





Results

1. Summary of results

Use analytical methods to summarize problem recommendations, and guidelines for developing and promoting Wushu sports in universities, clarifying the advantages and disadvantages, and finding problems to solve. Then create guidelines for the development and promotion of Wushu sports. Define elements for development and promotion Then proceed to confirm the development and promotion guidelines by creating a Focus Group by experts.

2. Summary of research results from the questionnaire

In this questionnaire, A survey of 15 teachers and 370 student questionnaires was conducted. Five expert teachers and one Wushu authority were interviewed. Among them, Most teachers in the college and university survey agreed with the activity. "Wushu to University" They believe that activities "Wushu to University" cannot only make students strong and healthy. But it also improves their hardworking minds. However, the school has no professional Wushu teachers, and the physical education teachers of the school can not meet the needs of Wushu teaching. The school should introduce professional Wushu teachers, and the teaching facilities of the school can not fully meet the requirements of Wushu teaching. I hope the school can introduce relevant facilities to meet the various conditions of Wushu teaching. Most of the students in the universities surveyed are very interested in Wushu, but due to various reasons, there are not many opportunities to contact Wushu, they know some Wushu, like Wushu, and are very much in favor of "Wushu into the campus" activity, they believe that learning Wushu, on the one hand, can enhance their physical fitness, on the other hand, it is also a challenge to themselves, and can temper their hard-working spirit. Most of the students believe that "Wushu into the campus" should be carried out in the school as an elective course, which can be freely chosen by students. They think that the school's facilities are not complete, and new facilities need to be introduced to meet the Wushu teaching. Their parents also support the "Wushu into the campus" activity, hoping that their children can be physically fit. Most students are not very satisfied with the schools that can introduce truly excellent Wushu teachers.

Table 1 Summary of Results Knowledge, opinions, and attitudes about Wushu

No	List	Opinion level				
		5	4	3	2	1
1.	Do you like Wushu?	10%	11.6%	53.6%	14.8	10%
2.	Do you know Wushu?	18.7%	34.4%	30.3%	7.2%	9.4%
3.	Should Wushu be a college course?	26.2%	31.1%	13.7%	16.2%	12.8%
4.	Are there many Wushu courses in schools?	8.9%	13.8%	47.5%	20.9%	8.9%
5.	What is your attitude towards the "Wushu on Campus" campaign?	17.9%	21.1%	33.5%	12.4%	15.1%
6.	Do you think your school has adequate facilities?	22.2%	20.3%	32.4%	16.2%	8.9%
7.	Do you think the "Wushu in School" program has an impact on you?	45.8%	21.9%	17.2%	10.3%	4.8%





No	List	Opinion level				
		5	4	3	2	1
8.	Are you satisfied with the Wushu teaching program?	17.3%	47.8%	22.4%	5.4%	7.1%
9.	Do university administrators value and support Wushu?	33.3%	23.2%	19.2%	13.5%	10.8%
10.	Do parents encourage their students to practice Wushu?	9.7%	15.4%	47.8%	12.2%	14.9%
11.	encourage Wushu to participate in different levels of competition?	38.7%	22.9%	16.3%	9.7%	12.4%
12.	Do you think the facilities in your school are adequate for teaching Wushu?	32.8%	15.9%	22.9%	17.1%	11.3%
13.	Can the level of Wushu teaching of your PE teachers meet the needs of Wushu teaching in your school?	17.3%	20.5%	49.2%	8.4%	4.6%
14.	Has your school set up a leading group for the promotion of "Wushu in School"?	10.8%	20.8%	43.2%	15.2%	10%
15.	Has your school set up a special fund to carry out the activities of "Wushu in School"?	37.0%	19.2%	12.4%	16.8%	14.6%

The following conclusions were drawn from the student questionnaire: The top three questions that indicated the most satisfaction were questions:

-7. Do you think the "Wushu in School" program has an impact on you? Percentage 45.8.

-11. Encourage Wushu to compete at different levels. Percentage 38.7.

-15. Has your school set up a special fund to carry out "Wushu in Schools" activities? Percentage 37.

Table 2 Summary of results from Knowledge, opinions, and attitudes about Wushu

No	List	Opinion level				
		5	4	3	2	1
1.	Do you like Wushu?	20.0%	20.0%	0%	60.0%	0%
2.	Do you know Wushu?	0%	0%	66.67%	33.33%	0%
3.	Should Wushu be a college course?	53.4%	26.6%	20%	0%	0%
4.	Are there many Wushu courses in schools?	46.7%	33.3%	20%	0%	0%
5.	What is your attitude towards the "Wushu on Campus" campaign?	26.7%	46.7%	13.4%	6.6%	6.6%
6.	Do you think your school has adequate facilities?	40%	33.4%	20%	6.6%	0%
7.	Do you think the "Wushu in School" program has an impact on you?	0%	100%	0%	100%	0%
8.	Are you satisfied with the Wushu teaching program?	33.4	40%	13.3	13.3	0%
9.	Do university administrators value and support Wushu?	33.4%	40%	13.3%	13.3%	0%



No	List	Opinion level				
		5	4	3	2	1
10.	Do parents encourage their students to practice Wushu?	20%	46.7%	26.7%	6.6%	0%
11.	encourage Wushu to participate in different levels of competition?	20%	20%	26.6%	13.4%	20%
12.	Do you think the facilities in your school are adequate for teaching Wushu?	26.6%	13.4%	13.4%	26.6%	20% %
13.	Can the level of Wushu teaching of your PE teachers meet the needs of Wushu teaching in your school?	0%	20%	33.4%	46.6%	0%
14.	Has your school set up a leading group for the promotion of "Wushu in School"?	20%	40%	40%	0%	0%
15.	Has your school set up a special fund to carry out the activities of "Wushu in School"?	20%	46.6%	20%	13.4%	0%

Based on the teacher's questionnaire, the following conclusions were drawn: the top three questions that indicated the most satisfaction were the questions:

- 3. Should Wushu be a college course? Percentage 53.4
- 4. Are there many Wushu courses in schools? Percentage 46.7
- 6. Do you think your school has adequate facilities? Percentage 40

3. Summary of results Expert interview results

3.1 Experts' views on Wushu on the campus

Wushu is a traditional sports event and a precious cultural heritage of the Chinese nation. With its important value of fitness and fighting, Wushu has been passed down to the present day and has the function of introducing schools to become a physical education resource. With the continuous advancement of quality education and basic education reform, Wushu has entered the campus, and many schools, especially sports schools, have carried out characteristic education based on Wushu. Therefore, it is of great significance to the healthy growth and all-round development of students to make clear the positive impact of wushu on students' mental health, physical quality, and will quality and to cultivate students' excellent quality through wushu education.

3.2 Experts talk about the significance of "Wushu into the campus"

(1) Wushu exercise makes people persevering. Learning Wushu is a long-term process, not to say that you can learn today and become a master tomorrow before Mr. Sun Lutang called it "lifelong learning". Especially in very boring training, it requires the practitioner to have a quality of concentration and consistency of will.

(2) Wushu training is an excellent ordeal education. The competition requires suffering, and hardship is also wealth, which is being increasingly recognized by society parents, and schools of education concept. Because, in the future era, not only rely on knowledge and intelligence competition but also pay more attention to the struggle of will and perseverance. If there is no ability to bear hardships and tenacity, it is impossible to win in the highly competitive social development.





(3) Wushu training makes people have confidence that is difficult to break. Wushu confrontation and adversity in the Wushu arena are the best educational opportunities. Today's children are more and more sore losers, afraid of failure, and avoiding difficulties. But only by experiencing failure, experiencing the denial and questioning of oneself, learning to face failure, and getting out of trouble, can we build confidence that is truly difficult to break.

(4) Wushu exercise allows people to merge the art and Dao, and the art of virtue and cultivation. Traditional Chinese Wushu pays attention to "hand and eye body gait, mental strength". This is a real physical and mental corresponding, so that people's physical and mental more healthy development, but also with knowledge, morality, and law-abiding role, so that people in interpersonal communication can seek a harmonious, positive way of life, these are exactly what Western sports do not have.

3.3 Experts believe that "Wushu into the campus" there are obstacles

First of all, the faculty is still weak, and it is not easy for schools to recruit a physical education teacher who knows Wushu. Nowadays, wushu graduates of normal and sports colleges are very sought-after, which also reflects that wushu teachers are in short supply from one side.

Secondly, in addition to teachers, the pressure of studying is also reducing children's enthusiasm for Wushu. With the increase in age and academic pressure, the number of children practicing Wushu also shows a declining trend. Generally, after middle school, fewer and fewer students continue to practice Wushu. This problem not only exists in campus Wushu, but in many sports reflected, how to crack, but also needs to be studied by the education and sports departments.

For now, some parents have doubts about their children practicing Wushu routines, believing that this is not a real martial art. Wushu routines and Wushu with fighting ability are still very different, then, what kind of Wushu is the real Wushu? In wushu teaching, the explanation of wushu culture is essential. At the same time, parents and students should also be allowed to understand that Wushu for ordinary children is the most appropriate Wushu routine.

3.4 Experts talk about the future development of "Wushu into the campus"

Psychologically, "martial morality education realizes the transformation of young people's values, and sages lead the correction of young people's belief crisis"; In terms of social adaptation, the Wushu characteristics of "lying like a bow", "standing like a pine", "sitting like a bell", and "walking like the wind" require the body of young people, and exercise the character of young people to fight hard and brave in the face of the success or failure of Wushu confrontation, so that young people have the appearance of perseverance and courage, and also have the mentality of people and things that are not afraid of difficulties. Based on this, the future development of school Wushu should be closely related to the people-oriented, strengthen the goal of "educating people with Wushu" and "educating people with Wushu", and jointly develop the body and spirit of young people from the inside and outside. The fundamental task of Lide and cultivating people point out the direction for the "integration of physical education" in school Wushu.

In the current society, the problems encountered by school Wushu are the same as those encountered by traditional culture in education, "many people do not understand why we need traditional culture", school Wushu also creates such embarrassment. There are loopholes in the training of Wushu talents in contemporary school education. The training of Wushu competitive talents and the training of Wushu and ethnic traditional sports majors in colleges and universities





do not grasp the correct market law. The selection of Wushu competitive talents should change the "three-level training" mode into the "integrated training" mode. The training mode of Wushu graduates in colleges and universities must be "on-demand training" and "order-type" training according to the needs of the market, to solve the "export" problem of students.

4. Preliminary construction of SIPOC

4.1 Supplier construction

We can start from the education department to think about campus Wushu activities. Formulate documents and systems from the education management department, requiring Wushu to enter the entrance examination or become a sports specialty bonus item in the college entrance examination, and participate in some teacher training and competition activities. If Wushu can account for a certain proportion of physical education scores in the entrance examination or compulsory Wushu, it is bound to attract the attention of schools and student's parents.

4.2 Input construction

Education and teaching ability. Wushu teachers should have good teaching ability and master basic teaching skills. In the teaching process, wushu teachers should be good at coordinating various educational factors and adapting to wushu teaching work. To improve their teaching ability, Wushu teachers should be proactive, strengthen their basic teaching skills, establish the concept of lifelong education, actively participate in continuing education activities, brave practice, bold innovation, and become teaching experts in the subject.

Expression ability. The expression ability of Wushu teachers includes language expression ability, written expression ability, and body expression ability. A teacher's language expression ability plays an important role in a teacher's ability structure and is an important tool for conveying educational information to students. In addition to the general characteristics of accurate pronunciation, rich vocabulary, coherent expression, and astute pronunciation, teachers' language expression ability must also reflect the special requirements of education and teaching.

Management ability. The teaching and management ability of Wushu teachers includes classroom management ability and class management ability, and their job responsibilities include establishing normal order, coordinating interpersonal relations, organizing education and teaching activities, and cultivating a good class style. Strict and orderly class management is the basis of the successful completion of teaching tasks, which is conducive to the improvement of students' learning effect.

Education and scientific research ability. Educational research ability mainly refers to teachers' ability to use educational science theories and methods to conduct research, explore educational problems, and solve problems. Modern education needs teachers to have the consciousness and certain ability of education and scientific research, which is the basic requirement of training high-quality talents with all-round development. Teachers should actively reflect on their educational practice and become educational researchers on the premise of completing their educational tasks.

A qualified Wushu teacher must have the cultivation of ideology and morality, knowledge and ability, and only with these qualities and cultivation, to improve the quality of Wushu teaching and promote the development of education work, to make contributions to the cause of socialist education.





4.3 Construction of Process

The development of "Wushu into the campus" is mainly based on the concept of "training Wushu, happy learning", taking the teaching of Wushu and Wushu routines as a breakthrough, and taking sports activities as the starting point. Through Wushu activities, the formation of sports characteristics. With Wushu exercise as the carrier, adhering to martial education, martial intelligence, martial cultivation, and martial strength, Wushu shows beauty, in-depth implementation of quality education, and deepening sunshine sports activities.

4.4 Output construction

Chinese Wushu is broad and profound, has a long history, is an independent system, and has a variety of social functions of the sport. Although the work of wushu into the campus has been carried out for a long time, there is still a distance from the comprehensive popularization. Many schools in the process of carrying out Wushu on the campus are limited by the curriculum, teaching content, teachers, and other problems, resulting in the current overall development of campus Wushu in a realistic dilemma. Although the Chinese government has promulgated a series of relevant policies to further refine the path of "Wushu into the campus" and further promote the school Wushu education in our country the development of campus Wushu is not optimistic, and the proportion of schools that bring Wushu into the classroom is very small.

Wushu can enhance students' physical and mental health, carry forward the traditional cultural spirit, and develop campus Wushu is both a challenge and an opportunity. Therefore, according to the realistic situation of campus Wushu with the coexistence of crises, under the background of the "healthy China" strategy, how to construct strategies to promote Wushu into the campus, so that Wushu education in an "awkward" position can give full play to the advantages of fitness and spreading traditional culture, and it is of great significance to comprehensively promote the construction of campus Wushu.

4.5 Customer Construction

The study of Wushu can bring certain benefits to teachers, students, and even society. In today's society, more and more people realize that learning Wushu can have a strong body, and self-cultivation, and promote the healthy growth of students. At the same time, it can also increase the students' coordination, sense of orientation, and thinking ability, and cultivate the spirit of respecting teachers and advocating martial virtues. For teachers, this is an opportunity to learn, an opportunity to constantly improve themselves, both to exercise, but also to learn more knowledge, multiple birds with one stone.





Table 3 SIPOC model summary diagram

Supplier	Input	Process	Output	Customer
Thinking about campus Wushu activities from the education department	Education and teaching ability Expression ability. Management ability. Education and scientific research ability.	With the concept of "martial training, happy learning"⇒Take physical activity as the starting point⇒Form sports characteristics⇒Deepen sunshine sports activities	Carry forward the traditional cultural spirit⇒Comprehensively promote campus Wushu	Promote the healthy growth of students

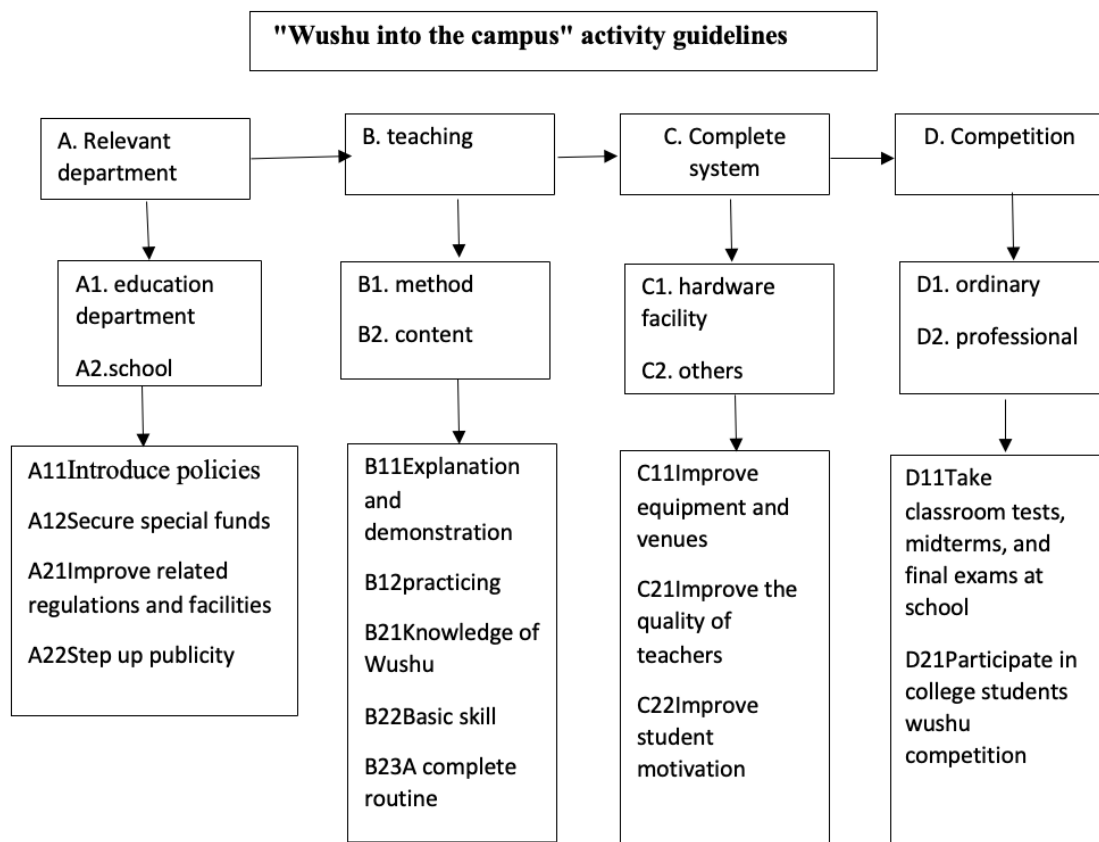


Figure 2 Wushu into the campus" activity guidelines





Summary

According to the analysis of questionnaire data and the information obtained from expert interviews, we know that "Wushu into the campus" is a big trend and an inevitable result. To make Wushu better integrated into the campus and close to life, it is necessary to start from the school to render and guide students to have a full understanding of this matter, like Wushu, but also to improve their physical quality, inherit, and carry forward the traditional culture of the Chinese nation, and make the campus more beautiful and colorful.

Conclusion

Chinese Wushu is broad and profound, has a long history, is an independent system, and has a variety of social functions of the sport. Many schools in the process of carrying out Wushu on the campus are limited by the curriculum, teaching content, teachers, and other problems, resulting in the current overall development of campus Wushu in a realistic dilemma. But Wushu can enhance students' physical and mental health, and carry forward the traditional cultural spirit, it is imperative to develop campus Wushu.

In the context of the "healthy China" strategy, the "Wushu into the campus" activity should be implemented, which can bring benefits to students, teachers, society, and other parties, provide more people with a healthy and positive lifestyle, let people have a strong body, and give people a positive, tough and self-improvement belief.

Thinking about campus Wushu activities from the education department, relevant documents and systems can be formulated, requiring Wushu to enter the entrance examination, as well as participate in some teacher training and competition activities, etc., to attract the attention of schools and students' parents, "Wushu into the campus" activities can be implemented faster.

From the perspective of the school, the development of "Wushu into the campus" is mainly based on the concept of "practicing Wushu and strengthening oneself and learning happily", taking the teaching of Wushu and Wushu routines as a breakthrough and sports activities as a starting point. Through Wushu activities, the formation of sports characteristics. With Wushu exercise as the carrier, adhering to martial education, martial intelligence, martial cultivation, and martial strength, Wushu shows beauty, in-depth implementation of quality education, and deepening sunshine sports activities.

From the aspect of Wushu teachers, a qualified Wushu teacher should have good teaching ability, master the basic teaching skills, and be able to actively expand and innovate, continue to learn, and adapt to Wushu teaching work; Wushu teachers should have a strong ability of expression, can accurately impart Wushu knowledge to students; Wushu teachers should have strong management ability, which is conducive to the improvement of students' learning effect; Wushu teachers should also have the consciousness of education and scientific research and a certain ability of education and scientific research, in the premise of completing the educational task, actively reflect on their educational practice, to become an educational researcher. Contribute to the development of wushu teaching quality and promoting education.

"Wushu into the campus" activities for students, to provide them with more ways to exercise, but also to enhance students' sense of national belief, "young strong country strong, young wisdom country wisdom", the new generation of young people better and better, the country will be better and better; As far as the society is concerned, the learning of Wushu has always been going on in





China, but there are still some people who have not been exposed to and do not understand this culture. This activity will publicize Wushu from multiple angles and sides so that more people can see Wushu, understand Wushu, learn Wushu, and even love Wushu, which can publicize the traditional culture of the Chinese nation.

Meng Ting (2022) analyzed the influence of wushu on campus from the aspects of students, teachers, schools, society, and parents, and finally concluded that the strategies to promote wushu on campus mainly include: Education departments at all levels jointly formulate the incentive policy of "Wushu into the campus", improve the recognition and attention of school leaders to the importance of Wushu into the school park and the enthusiasm of teachers in teaching, and strengthen the talent and teaching level of professional teachers. Improve the wushu curriculum system and school-based curriculum and increase the investment in classics. Through the optimization of school Wushu curriculum, reform of teaching methods, and the creation of rich and colorful Wushu school activities to stimulate students' interest in learning Wushu, break the bottleneck of Wushu into school activities, and solve the reality of Wushu into the campus.

Discussion

There are many beneficial places in the development of the "Wushu into the campus" activity, then we should put this activity into practice, promote it, do well, and do good. The provincial competent departments formulate policies and implement them, and according to the actual situation, the specific measures and unified regulations and requirements for "Wushu into the campus" are issued to all schools in the province, and each school arranges Wushu classes into the campus, at least one Wushu class per week. It is also necessary to speed up and strengthen the construction of teachers, ensure a stable source of teachers, combine the local actual situation, unite with the local Wushu association or club, cooperate to improve the professional ability and teaching level of the existing teachers, and appropriately employ excellent Wushu teachers.

The school sets up incentive measures to cultivate students' all-round development of morality, intelligence, physical beauty, Wushu clubs, activity groups, etc., and sets up competitions for related activities, and sets up awards and awards to encourage students to better learn Wushu. And let more people understand Wushu, interested in Wushu, and further, learn Wushu and promote Wushu. In the school, teachers should pay attention to the education of Wushu; Strengthen practical application in teaching; follow the teaching law, the use flexible teaching methods; It is not limited to teaching in class, in the process of Wushu teaching, Wushu exercise, Wushu routine teaching as a breakthrough, with sports activities as the starting point. Through Wushu activities, the formation of sports characteristics. It should not only be limited to physical education but also promote classroom teaching by raising students' interest in Wushu learning in extracurricular activities.

In addition to teaching, Wushu teachers should strengthen their training and learning, ideological and moral cultivation, knowledge cultivation, and ability cultivation, but also the courage to practice, bold innovation, and become the teaching experts of the discipline.

In society, more activities about Wushu can be carried out, more publicity can be carried out so that more people can see Wushu, understand Wushu, fall in love with Wushu, learn Wushu and more people can participate in it.





Yi Jingjin (2021) through the above investigation of the status quo of the promotion of Wushu into schools in Yuhang District, as well as a comprehensive analysis of the four specific factors of the advantages, disadvantages, opportunities, and challenges of the promotion of Wushu in primary schools, can find the interrelated influence of various factors affecting Chinese Wushu in primary schools in Yuhang District. Based on this, the SWOT matrix for the promotion and development of "Wushu into campus" in Yuhang District primary school is constructed, and the SO (advantage-opportunity), WO (disadvantage-opportunity), ST (advantage-threat) and WT (disadvantage-threat) based on the whole matrix system are summarized.

Recommendation

1. Develop a Wushu teaching plan, strictly implement the content of Wushu curriculum standards of physical education and health curriculum standards, and determine class grade, class, and class time. According to the learning situation, curriculum standards, teaching syllabus, students' needs, and local characteristics, Wushu teaching content is rationally planned to ensure the systematical and hierarchical content of Wushu teaching.

2. All schools should organize and improve the evaluation system of Wushu teaching. The evaluation subject is mainly teachers and students, the evaluation content and methods are further diversified, and the development function of teaching evaluation is highlighted.

3. Create a campus Wushu atmosphere, enrich the development forms of Wushu on the campus, actively participate in youth Wushu competitions, and strengthen the publicity of Wushu hometown and characteristic Wushu, so that students have a sense of honor and pride.

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