



Guidelines to Promote Wushu Teaching for University Students in Henan Province, The People's Republic of China

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Abstract

Background and Aim: The research background of the promotion guide for Wushu teaching for university students in Henan Province is multifaceted, including historical and cultural background, educational policies and reform needs, changes in university students' sport's needs, the unique value of martial arts teaching, and the challenges and opportunities it faces. These background factors together constitute an important foundation and prerequisite for the promotion of martial arts teaching for university students in Henan Province.

Materials and Methods: This article conducted an in-depth investigation into the current development status of martial arts teaching in universities in Henan Province through research methods such as literature review, questionnaire survey, and expert interviews. This study selected 380 undergraduate students majoring in Wushu and traditional ethnic sports from six universities in Henan Province, including the School of Physical Education at Zhengzhou University, Henan University, Henan University of Technology, Shangqiu Normal University, Luoyang Normal University, and Yellow River University of Science and Technology, as the total population, and 192 students as the sample; 18 teachers fill out teacher survey questionnaires (18 teachers are Physical Education Teachers from Six Universities in Henan Province).

Results: University wushu teaching in Henan province in the popularization, teaching content and methods, teacher strength and teaching conditions have made some achievements, but there are also shortcomings (1) Advantages: Martial arts have outstanding functional and value advantages; Martial arts have a wide range of adaptability; There are various types of martial arts events; (2) Disadvantages: The difficulty of martial arts movements is relatively high; The teaching content of martial arts is rich; The infiltration of ideological and political education in the curriculum is not perfect; The development of "learning, practice, and competition" is not in place; Lack of referee workability; Students have little interest in learning martial arts. (3) Shortcomings; Insufficient venue equipment and facilities; Unequal distribution of university funds

Conclusion: (1) give full play to the role of policy, maximize the development of martial arts projects, tap the professional potential of teachers, and promote the development of specialized teaching of martial arts; (2) with the help of modern information technology, change the teaching mode, renew the teaching method, refine the teaching content, and improve the students; independent study, learning ability and innovation ability; (3) constantly improve the professional quality of teachers, carry out teacher training regularly, and strengthen the training of teachers in colleges and universities, exchange between learning, actively build a communication platform to improve the professional ability of teachers, students through mutual exchange, mutual reference to find their own project positioning, develop their own expertise in boxing projects; (4) increase teaching and training, students can have enough time to study special elective courses, so as to improve the level of special skills; (5) colleges and universities to increase the teaching of special elective courses in martial arts, funding, to encourage students to go out to study, to subsidize the training funds of the teachers of special courses, Since the sample is limited to six universities in Henan province, we are conducting a thesis study that needs to be aware of this limitation.

Keywords: Guidelines; Promote; Wushu Teaching





Introduction

Wushu, a traditional Chinese martial art that combines physical and philosophical elements, has received international recognition for its cultural and athletic value. Wushu, which began as a form of self-defense, has evolved into a competitive sport as well as a vehicle for health promotion (Zhang 2019). Over the last few decades, educational institutions in China and other parts of the world have incorporated Wushu into their curricula to preserve cultural heritage while also encouraging students' physical fitness and mental discipline (Li, 2020). As universities expand their physical education offerings, Wushu emerges as an ideal candidate for promoting holistic student development by combining physical activity with the cultivation of moral and intellectual virtues.

Promoting Wushu teaching at the university level is critical, particularly for students' physical and mental well-being. Wushu training improves students' cardiovascular health, muscular strength, and flexibility while also promoting mental clarity and emotional stability (Wang & Liu, 2018). Mastering Wushu's complex forms requires discipline, which promotes focus and self-regulation, both of which are important skills for academic performance. Furthermore, Wushu promotes stress relief, giving students a way to cope with the demands of university life (Chen, 2021). Wushu's physical and psychological benefits make it an excellent addition to university physical education programs, helping students achieve overall wellness and academic success.

Aside from its physical and mental health benefits, Wushu is a cultural education tool that promotes traditional values like respect, perseverance, and harmony (Guo, 2017). Learning Wushu provides a unique opportunity for university students to connect with their Chinese heritage and philosophy, as they frequently engage in self-discovery and the exploration of new perspectives. Incorporating Wushu into university curricula not only preserves this ancient art but also enables students to understand the larger cultural context in which it emerged. This is especially important in an increasingly globalized world, where appreciation for diverse cultural practices broadens students' perspectives and promotes intercultural understanding (Zhao & Chen, 2020).

While promoting Wushu in universities has obvious advantages, several challenges remain. Wushu instruction can suffer from a lack of qualified instructors and inadequate facilities, limiting its acceptance as a mainstream physical education option (Zhang, 2019). Furthermore, some students may view martial arts as too difficult or irrelevant to their academic goals, resulting in decreased participation. Universities can address these challenges by providing adequate instructor training, improving access to equipment, and emphasizing Wushu's inclusive, adaptable nature for students of all skill levels. Wushu can thrive in academic settings with the proper support, improving students' physical fitness, mental acuity, and cultural awareness (Li, 2020).

Wushu, as a traditional treasure of the Chinese nation, not only carries a profound historical and cultural heritage but also contains a unique philosophy and national spirit. In the system of higher education, Wushu teaching is not only a physical education course but also an important way to inherit and carry forward Chinese excellent traditional culture. Henan province, as an important birthplace of Chinese martial arts, its university martial arts teaching has a pivotal position. Under the background of the new era, Wushu teaching in colleges and universities in Henan province also faces many challenges. How to adapt to the diversified needs of modern college students, how to innovate teaching content and methods, and how to improve the quality and effect of teaching, are all urgent problems to be solved. Therefore, it is very important to make a scientific, systematic, and instructive outline of wushu teaching.



Objectives

This paper probes into the present situation and existing problems of wushu teaching in colleges and universities of Henan province in China, and formulates a set of guidelines to promote the development of wushu teaching in colleges and universities of Henan province

1. To explore the current situation and existing problems of Wushu teaching for university students in He Nan province, the People's Republic of China.
2. To formulate guidelines for promoting Wushu teaching for university students in He Nan province, the People's Republic of China.
3. To confirm the accuracy and appropriateness of the Wushu teaching promotion guideline in He Nan province, the People's Republic of China.

Literature review

Related research on wushu

With the development of the times, the connotation of wushu development has more and richer, from the traditional function of physical fitness to the transition of competitive sports training, its development direction and focus have also changed. Therefore, martial arts projects should have a unique knowledge system, including past empirical studies, the theoretical study of its indispensable, the last two years scholars have paid more attention to traditional culture, elements of identity, from the new era, "Cultural self-confidence" and "Lideshuren" and other aspects of martial arts-related research. Closely related to the development of martial arts in this article

Ma et al (2021) proposed that the growth mechanism of traditional wushu cultural self-confidence is composed of three elements: cultural identity, cultural exchange, and cultural innovation, which are interrelated and inseparable. In recent years, traditional wushu has faced many challenges, and the cultural confidence of traditional wushu cannot stand still. The three elements of the growth mechanism should be related to each other, and the cultural confidence of traditional wushu should be improved fundamentally (Ma, 2021) First of all, cultural identity is the foundation, so we should strengthen the cultural identity of wushu participants, and also need the guidance of policies and systems so that the public can actively understand the historical development of traditional wushu, second, the cultural exchange is inevitable, the culture without exchange is limited, and even forgotten by people. Strengthen our traditional martial arts "Internal" exchanges, encourage the creation of traditional martial arts with local characteristics brands, strengthen the exchanges between boxing and boxing, learn from each other, and finally, cultural innovation is the core, entering into the new era, our traditional wushu should be integrated into the advanced culture of socialism, keeping pace with the times, carry forward the spirit of wushu, spread China's excellent traditional culture, the cohesion of Chinese power.

Liu (2022) studies the evaluation of Wushu Major and education from the four aspects of evaluation target, evaluation dimension, evaluation method, and evaluation standard, to improve the training of wushu talents, and that China from stand up to rich again to strong, up, then, the Chinese culture should also achieve "Through the ancient and modern, integration of Chinese and western" to "I-based, development and innovation," the concept of change (Liu,2022). The idea of transformation needs the whole society's joint efforts and carries on thorough theoretical research. In addition, Wushu, as a highly practical sport, needs mature theory to guide practice. Therefore, its theoretical research should also be carried out at any time, the development of the era in-depth study and value analysis.

Lideshuren is the core of Chinese educational thought in the new era. In all the classes, cheng should consciously respond to the curriculum construction spirit of "Moral education first", the curriculum value pursuit of "Educating people first" and the curriculum development concept of the unity of "Moral" and "Knowledge". The function of wushu moral education has become an important



mission of the wushu curriculum. We should strengthen the construction of wushu and martial arts courses, use classroom teaching channels to shape the moral environment of integration of morality and technology, and improve the evaluation of moral education scientifically, to guarantee the moral education quality of wushu courses.

To sum up, Wushu's integration of the new era elements is not the old martial arts, but with Chinese culture, self-confidence, and cohesion of the Chinese national strength of the traditional culture. All scholars advocate martial arts education and teaching to promote the continuous improvement of learning, the spiritual realm of students, the martial arts culture as the focus of education, the idea of martial arts ethics as the inheritance of martial arts culture, the most important. At present, most colleges and universities have not strengthened students; learning of traditional martial arts, and lack of exchanges and learning between boxing classes. At the same time, the study and education on the thought of martial arts are not enough, and there is an urgent need to improve students' culture of martial arts, identity.

Related research on wushu teaching

As for the origin of wushu in China, there are a lot of related studies on Wushu, and the research on wushu teaching in China is relatively mature. A deeper understanding of martial arts teaching is necessary to formulate guiding principles.

1. Chen (2020) elaborated on the origin of wushu, Wushu culture, and the value of wushu education, the paper also analyzes and studies the content, form, connotation, and teachers of wushu teaching in colleges and Universities of Hubei Province, and affirms the positive influence of wushu course offered in colleges and Universities of Hubei province on students. Such competitive martial arts, participation in martial arts, and sports practice are conducive to improving the physical quality of contemporary college students while popularizing Chinese martial arts and other practical values (Chen,2020)

Liu et al (2021) put forward the "Clear reason law", "Speak level", and "Re-integration" three martial arts technology teaching reform, the operation of the principle. In the process of wushu technical practice, students should not only learn wushu technical action but also know how to do it, to form a "Life-long view of wushu"; In terms of content, advancement, and speech, we should deepen the teaching of wushu technology. The speech on wushu technology teaching should conform to the concrete teaching content and stage, at the same time, the teacher; 's speech should also focus on the main steps and procedures to complete the action to explain, with the continuous refinement of the technical action, the teacher through speech to guide students to stimulate the teaching content of speculation and interest; Martial Arts was born in China, its technical teaching should be re-integrated, it should be more Chinese, so that martial arts return to a kind of education, education resources rather than competitive materials, to achieve martial arts education and inheritance of national culture, the goal of carrying forward the national spirit (Liu et al,2021)

2. Research on wushu teaching :

The research object of wushu teaching, the teaching content of wushu elective courses in ordinary universities the research object, and investigates and analyzes the current situation of the teaching content of wushu elective courses in universities, at the same time, combined with the physical health problems of college students and the present situation of the teaching content of wushu elective course, the author makes an investigation and research, selects the ways and methods to solve the problems, and through the reform of the teaching content of wushu elective course, the content of teaching can improve the physical health of college students.



Zhao (2019) investigated the current situation of compulsory wushu courses for undergraduates majoring in physical education in colleges and universities in Hebei province. Therefore, to better inherit the outstanding cultural heritage of our country, the scholar suggested that the compulsory course of wushu should be standardized in colleges and universities of Hebei province, to cultivate a large number of outstanding teachers in primary and middle schools, so that martial arts projects, smooth access to primary and secondary schools, and in primary and secondary school stage has been the inheritance and development (Zhao,2019)

Yang and Wu (2016) put forward the teaching model of “Applying skills to practice” in the paper and selected 5 Sports Colleges and universities that use the integrated teaching mode of “Applying skills” to investigate and analyze. This teaching mode is based on the “Unity of knowledge and practice” as the guiding ideology of teaching, forming a successful method, routines, usage of the Trinity of teaching, and learning structure. Among them, the work method is to solve the physical ability, the routine is to solve the technical method, the usage is to solve the application, and the ability is mainly, the three organic combinations that have established a teaching mastery system from easy to difficult. Promote martial arts special technical courses, improve the quality of teaching, training high-quality martial arts personnel.

Shi et al (2020) mentioned in their research that in the gradual reform and development of student-oriented and ability-first Wushu teaching, an integrated model of school wushu teaching, scientific research and competition should be established, in the radical reform and development of knowledge-first Wushu teaching, we should construct a natural and comfortable learning environment for independent participation and complete the modern teaching innovation of wushu talents training (Shi et al,2020)

In the teaching method of wushu, Zhao & Zhao (2018) studied the teaching reform of wushu and wushu in universities under the background of “Internet + education”, and put forward a new strategy of teaching reform. To improve the teaching quality and improve the teaching effect, the relevant departments of higher wushu teaching can make use of “Internet +” to provide a large number of teaching resources for teachers, and also for wushu, the technology curriculum has established the material data platform. They also proposed to build an online assessment platform for martial arts classes, so that students can learn from problems, constantly discover cutting-edge issues in martial arts theory, and display innovative research results, which will also become part of academic performance (Zhao and Zhao, 2018)

The research of Du et al (2018) has accurately analyzed the present situation of wushu compulsory course implementation in physical education specialty and considered that the development of wushu in primary and middle schools is not very good, to a certain extent, primary and secondary school physical education teachers of the lack of martial arts teaching capacity factors. The university martial arts compulsory curriculum is the training primary and secondary school physical education, and the teacher martial arts teaching ability important way plays a pivotal role. On the other hand, primary and secondary schools are important places for wushu education, and they should pass on and spread Chinese wushu correctly and rationally. Among them, physical education teachers become the core of passing on and spreading wushu, and through martial arts teaching. Therefore, physical education teachers in primary and secondary schools give students basic guidance in martial arts, to further develop the interest of young people in martial arts while expanding their technical skills, so that they better feel the spirit of martial arts, the essence (Du et al,2018)

In the content of wushu teaching, Dai (2018) from the perspective of the wushu heritage of national traditional sports, Sports Colleges and universities, wushu routines special course teaching



content research. National traditional sports professional martial arts routine is still more specialized, and competitive routine, but the traditional routine content is too little. To the traditional boxing kind theory knowledge, the school hour arrangement is few. At the same time, due to the pressure of life, martial artists no longer spend a lot of time and energy on the study of martial arts, so the traditional martial arts are facing a crisis (Du et al, 2018)

Cao Hua, and Chang Peak (2020) believe that teaching content is dynamic, dynamic material that is based on the goals of wushu teaching and the current state of wushu teaching. To solve the problem of “Students like wushu, but like wushu”, we need to reconstruct the teaching content and system of wushu. To promote the development of a characteristic curriculum, each school completes the school-based curriculum of wushu as soon as possible under the concept of people-oriented education, making use of the special skills of wushu teachers, the content of wushu teaching should be arranged according to students; body, mind, and interest (Cao and Zhang,2020)

The basic education sector, as a foundation project for nurturing talents and improving the quality of the people, plays an important role in education reform. Ji & Chang (2020) propose to solve the security problems arising from the teaching of attack and defense skills in basic education schools from three dimensions: improvement of the cognitive environment, reconstruction of cognitive resources, and practice of cognitive resources, we should let people get rid of the stereotyped impression of attack and defense of wushu, dissolve the misunderstanding of wushu and strengthen people; cognitive schema of security.

As an important part of traditional national sports, wushu contains a rich culture, cultural background, and national style from training methods to fighting principles. The above scholars put forward quite a few of their views on martial arts teaching, guiding students through martial arts courses, course physical fitness, form a lifelong view of martial arts. However, the reality is that when students are learning martial arts, they lack the understanding of the teacher; 's actions, independent thinking, and subject awareness of physical activities, and college teachers lack knowledge of traditional boxing when teaching. In a word, the teaching effect of wushu special elective course is not ideal, the unsuitable course setting, the teaching ability of teachers, and the teaching condition of colleges and universities will all become the main reasons that affect the development of wushu special elective course teaching, therefore, to improve the teaching quality of wushu course becomes an urgent problem to be solved

3. Related research on the teaching of wushu as a special elective course in colleges and universities

In recent years, there has been relatively little research on the teaching of wushu elective courses, most of the students in the wushu elective classes choose this item after entering the university, correctly understand the characteristics of wushu elective courses, and reveal the essence of wushu teaching, understanding teaching skills, wushu elective course teaching is different from other subjects teaching, also different from the general course of wushu students, Wushu elective course involves a lot of relevant content including theory and practice, we should find out the special teaching mode of wushu. The students in the special martial arts classes should not only study the related contents of wushu routines but also study wushu items, there are attack and defense advance and retreat, martial arts ethics knowledge, competition organization, Sanda, health, and other aspects of the content, to carry forward the traditional culture of the Chinese nation in the new era, to train all-round wushu talents. The curriculum and guidelines for university wushu are closely related to their implementation.

The physical education and wushu elective courses in colleges and universities in Hebei province from three dimensions: the objective teaching situation, the present situation of teachers, and the present situation of students, considering that teachers should pay attention to the construction of students; learning ability and teaching ability in the course of teaching, and train students; ability to carry out





independent teaching practice, taking into account the characteristics of the curriculum of physical education specialty and students; individual conditions, etc., to improve the overall quality of college students training wushu classes.

To sum up, through the scholars from the curriculum reform, teaching optimization, personnel training, and other aspects of the martial arts elective course, the study shows the importance of elective course teaching in the training of undergraduate sports professionals, from the point of view of universities, the teaching level and ability of schools and teachers determine the learning effect of students on wushu, the school's curriculum and venue conditions will also directly affect the enthusiasm of students. In a word, there are still some problems in the teaching of wushu as an elective course in colleges and universities of our country, therefore, it is necessary to put forward pertinent opinions in light of local conditions. After reading and studying a large number of relevant domestic literature, it is found that domestic scholars have more abundant and profound research on wushu teaching and related analysis of wushu, the study of wushu is extensive. In the past two years, we have concentrated on the study of wushu culture, teaching, and finding out the development path. At present, the research on the development of wushu teaching in our country mainly focuses on the development of the present situation, such as the old teaching content, the single teaching method, and the improper learning attitude of the students, under the background of educational reform, school physical education is in the deep water of reform, college martial arts teaching needs to be reformed to meet the needs of society, development and demand. Therefore, this paper summarizes and summarizes the previous research results, using interviews and survey methods to further, Hubei University Martial Arts teaching in-depth investigation, and collation and induction of its data.

Conceptual Framework

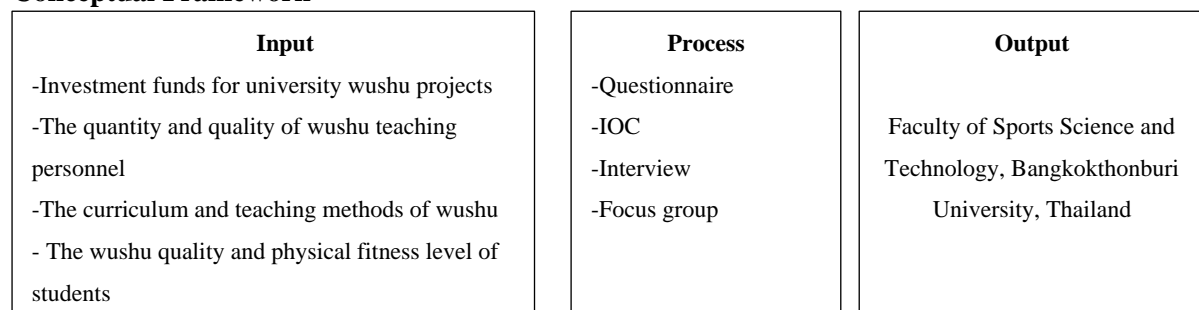


Figure 1 Conceptual Framework

Methodology

Population: The subjects of this study are 380 undergraduate students majoring in martial arts and traditional ethnic sports from six universities in Henan Province, China, and 18 teachers based on population size were selected by Taro Yamane.

Sample: The sample was used to distribute 192 questionnaires to students based on enrollment ratios (42from Zhengzhou University School of Physical Education, 30 from Henan University, 30 from Shangqiu Normal University, 30 from Luoyang Normal University, and 30 from Yellow River University of Science and Technology, 30from Henan University of Technology).

Research participation

1. Invite 3 experts to conduct IOC testing, who have A professor from a well-known university's School of Physical Education, specializing in martial arts education, martial arts theory, and practice research, with many years of teaching and research experience. Were selected using purposive sampling

Abstract
Background and Aim:
Materials and Methods:
Results:
Conclusion:



2. Invite 7 experts for interviews, including research on core competencies, 3 sports experts and 4 martial teachers were selected using the purposive sampling method.

3. The focus group consists of 7 experts, including 3 physical education experts, 2 martial arts teaching coaches, and 2 sports theory experts.

Data collection

1. IOC testing of teacher questionnaires and student questionnaires to collect data. The experts were invited to test the questionnaires. Distribute questionnaires using

"Question Star" software.

2. Teacher questionnaire and student questionnaire. Questionnaires were distributed to 192 students and 18 teachers. Distribute questionnaires using "Question Star" software

3. Interview using content Analyze the results of the current situation survey, formulate an interview outline for the current situation analysis and teaching guide of Henan Wushu, and conduct detailed interviews and discussions with relevant professional scholars, teachers, and experts through offline, WeChat, telephone, etc., and systematically sort out and summarize the relevant issues and content after the interview.

4. Focus group discussion data collection. Invite 7 experts to form a focus group

Data analysis

1. Student and teacher questionnaire data analysis using percentage table

2. Interview group using content analysis

3. Focus group using content analysis

Results

University wushu teaching in Henan province in the popularization, teaching content and methods, teacher strength, and teaching conditions have made some achievements, but there are also shortcomings;

1. Advantages: Martial arts have outstanding functional and value advantages; Martial arts have a wide range of adaptability; There are various types of martial arts events;

Martial arts, such as Wushu, provide significant functional and value benefits to individuals and communities alike. Aside from their physical benefits, martial arts foster mental discipline, focus, and self-control, making them an excellent tool for character development. Martial arts training improves physical health, strength, and flexibility while also teaching valuable life skills such as respect, perseverance, and teamwork. These disciplines also help to improve self-defense skills, boost confidence, and promote emotional balance. Overall, the values and lessons learned in martial arts can be applied to many aspects of life, including education and personal development.

Martial arts are highly adaptable, making them suitable for people of all ages, fitness levels, and cultural backgrounds. Martial arts have something for everyone, whether they are practiced for competition, fitness, or as a cultural activity. Participants can choose from a variety of martial arts events and styles, including Wushu, Karate, Taekwondo, and Judo, based on their interests and goals. This diversity enables martial arts to thrive in a variety of settings, including schools, community centers, and professional training, making them a globally inclusive and versatile practice.

2. Disadvantages: The difficulty of martial arts movements is relatively high; The teaching content of martial arts is rich; The infiltration of ideological and political education in the curriculum is not perfect; The development of "learning, practice, and competition" is not in place; Lack of referee workability; Students have little interest in learning martial arts.



Despite the numerous benefits of martial arts, some significant drawbacks can impede its promotion, particularly in educational environments. The difficulty of martial arts movements is relatively high, which can be difficult for students, especially beginners or those with limited fitness levels. Furthermore, the teaching content of martial arts is rich and complex, necessitating skilled instructors to break down intricate techniques and forms, which can overwhelm students. Another issue is the incomplete integration of ideological and political education into martial arts curricula, which limits its ability to teach broader cultural or moral lessons in addition to physical skills.

Furthermore, the promotion of "learning, practice, and competition" in martial arts is frequently inadequately implemented. Without a structured approach to balancing these aspects, students risk missing out on important experiential learning and skill application. A lack of well-trained referees also jeopardizes the quality and fairness of competitions, which may discourage participation. Finally, many students show little interest in learning martial arts, possibly due to a lack of exposure, perceived difficulty, or a preference for other sports, making it difficult to engage and maintain their interest in the discipline.

3. Shortcomings; Insufficient venue equipment and facilities; Unequal distribution of university funds;

Martial arts programs face several challenges that prevent them from being implemented effectively in educational institutions. One major issue is the lack of venue equipment and facilities required for proper training. Martial arts frequently necessitate specialized mats, protective gear, and open spaces, but many schools and universities lack these resources, limiting students' ability to practice safely and effectively. A lack of appropriate equipment can reduce the quality of instruction and student participation in martial arts programs.

Another significant challenge is the unequal distribution of university funds, which influences the allocation of resources to martial arts programs. While some sports receive significant funding, martial arts are frequently overlooked, making it difficult to hire qualified instructors, provide adequate facilities, and organize competitions. This financial imbalance limits opportunities for students interested in martial arts and stifles the discipline's growth in academic settings.

Discussion

The following is a further discussion of these contents: advantage discussion: function and value advantage: Wushu is not only a sport, it also contains deep cultural connotation and philosophy. Through the study of martial arts, students can exercise and improve their physical quality, but also learn the traditional Chinese culture, and cultivate perseverance, and self-improvement spirit. Extensive adaptability: Martial Arts are not limited by age, sex, physique, and so on, almost everyone can participate. This makes martial arts in colleges and universities have a broad mass base and can attract students from different backgrounds to participate. Various types of martial arts projects: martial arts include boxing, equipment, sparring, collective performance, and other forms, which provide rich content and choice of teaching for colleges and universities, and can meet the needs and interests of different students. The disadvantages of discussion: martial arts move have higher difficulty: martial arts moves are complex and changeable and need a long time of practice and speculation. This can be a challenge for some students, who may be frustrated by the difficulty of the movements. The content of teaching is rich but it is difficult to cover all the contents: because the content of wushu is very rich, it is difficult for universities to cover all the contents in the limited teaching time. This may lead to students in some aspects of the study not in-depth. Ideological and political education in the course of penetration is not perfect: martial arts is not only sports; it also contains a wealth of ideological and political education. However, at present, some colleges and universities in the martial arts curriculum





do not fully tap and use these educational resources. The study of wushu needs the combination of theory and practice, but at present, some colleges and universities may pay too much attention to the theory or practice and neglect the importance of competition.

This is not conducive to the all-round development and improvement of students. Workability is insufficient: the martial arts competition referees' work needs specialized knowledge and skill, but at present, some university's workability may be insufficient, and this may affect the competition fairness and accuracy. Students have little interest in learning martial arts: some students may lack interest in learning martial arts because of the high difficulty of martial arts movements and the long learning time. This needs the university to carry on the innovation in the teaching method and the method, to attract more students to participate. Lack of venues and facilities: martial arts teaching needs special venues and facilities, but some colleges and universities may not be able to meet the need due to funding and other reasons. This may affect the quality of martial arts teaching and effectiveness. The uneven distribution of funds in colleges and universities: the uneven distribution of funds among different colleges and universities may lead to insufficient investment in wushu teaching, which will affect the development of wushu cause. To sum up, although the university wushu education in Henan province has certain advantages and potential, but also faces some challenges and problems.

Conclusion

1. Explore the current situation and existing problems of martial arts teaching for college students in Henan Province.

The main problems faced by martial arts teaching for college students in Henan Province include high difficulty in the movements of martial arts projects, the difficulty for students to master, and a wide range of teaching content, which increases the learning burden. In addition, the incomplete infiltration of ideological and political education in the curriculum has led to students' limited understanding of martial arts culture, which has affected the value transmission of martial arts education. The imperfect development of learning, competition, and practice makes it difficult for students to form a virtuous cycle in their learning, competition, and practice. The lack of referee workability also affects the fairness and impartiality of martial arts competitions. In addition, students' low interest in martial arts has jointly constrained the effectiveness and promotion of martial arts teaching.

2. Develop guidelines to promote martial arts teaching for college students in Henan Province, People's Republic of China.

In the context of the new era in Henan Province, the country has put forward higher requirements for the promotion and inheritance of traditional sports, which has also driven the demand for physical education curricula and teaching reform. To adapt to this change, the improvement of teachers' quality has become particularly important. Only by possessing higher professional competence and cultural understanding can traditional sports be effectively inherited and promoted. In addition, the advent of the information age has provided more convenience for teaching, and the use of digital tools and resources has made physical education teaching more diverse and efficient, injecting new vitality into curriculum reform.

3. Confirm the accuracy and appropriateness of the Henan Province Martial Arts Teaching and Promotion Guidelines in the People's Republic of China.

By leveraging the advantages of martial arts programs and increasing student motivation, universities should improve their funding allocation methods, ensure the teaching environment,





strengthen communication among martial arts enthusiasts to promote common progress, increase teaching hours to meet students' learning needs,

Recommendation

Practice Recommendation

1. Give full play to the role of policy, maximize the development of martial arts projects, tap the professional potential of teachers, and promote the development of martial arts elective teaching;
2. With the help of modern information technology, change the teaching mode, renew the teaching method, refine the teaching content, and improve the student's independent study, learning ability, and innovation ability;
3. Constantly improve the professional quality of teachers, carry out teacher training regularly, and strengthen the training of teachers in colleges and universities.
4. Increase the amount of teaching and training, so that students can have enough time to study special courses and improve the level of special skills.
5. All institutions of higher learning should increase their investment in the teaching of wushu as an elective course, encourage students to go out to participate in competitions and study, and implement the practice of teaching and team-leading training in tandem with teachers, as well as improving venues and equipment and facilities,

Further Research Recommendation

1. Next research in-depth investigation and research: to conduct a comprehensive and in-depth investigation and research on the current situation of wushu teaching in colleges and universities in Henan province, and to understand the actual situation and existing problems of wushu teaching in different regions and colleges.
2. Carry out empirical research: Carry out empirical research aiming at the problems of wushu teaching content, method, and teacher construction, and explore effective solutions and strategies.
3. Strengthen the exchange and cooperation: strengthen the exchange and cooperation with domestic and foreign colleges and universities in the field of wushu education, draw lessons from advanced teaching experience and practices, and promote the innovation and development of wushu education in colleges and universities in Henan province.
4. Establishing long-term mechanism: establishing long-term mechanism of wushu education in colleges and universities, including regular evaluation, feedback adjustment, continuous improvement, and so on, to ensure the sustainable development of wushu education in physical education in colleges and universities

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