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Development of Wushu Changquan Training Program of Students Aged Between 8-10 Years

Cao Shiyuan[1], Permporn Buppavong[2] and Wisute Tongdecharoen[3]
[1,2,3]Faculty of Sports Science and Technology, Bangkokthonburi University, Thailand
[1]E-mail: 774526825@qq.com, ORCID ID: https://orcid.org/0009-0009-0990-9468
[2]E-mail: Dr.perm.ntsu@gmail.com, ORCID ID: https://orcid.org/0009-0004-6125-0692
[3]E-mail: wisute.ton@bkkthon.ac.th, ORCID ID: https://orcid.org/0009-0008-5233-7533
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Abstract

Background and Aim: There are many problems in traditional wushu, such as rigid teaching methods. Some traditional wushu teaching methods are too rigid and difficult to adapt to the needs and learning methods of modern students, resulting in poor learning outcomes; Lack of systematicity and scientificity, traditional wushu may lack systematicity and scientificity in teaching Changquan, making it difficult for students to understand the principles and theories behind it, which affects their learning and practice. Therefore, it is necessary to develop a specialized plan for Chang Quan training for students aged 8-10.

Materials and Methods: This research is quasi-experimental. The population of this experiment consists of first-year male students in the academic year 2023 at Capital University of Physical Education and Sports, Beijing City, who have chosen to study the subject of athletics, totaling 85 students. The 85 students will participate in the long jump test and record their scores. After the test, a total of 62 students passed the test criteria. The researcher used the simple random sampling method to select 20 students as a sample group. In this experiment, the training will be conducted in 8 weeks, comprising sessions held 5 days per week, 2 hours per day. Additionally, standing long jump test and long jump test to evaluate explosive power will be conducted before, after 4 weeks of training, and after 8 weeks of training. In this research, mean, standard deviation, one-way repeated measures ANOVA, and dependent t-tests were used to analyze the data.

Results: After 8 weeks of systematic training, the student's proficiency in Chang Quan techniques and physical fitness have significantly improved, proving the feasibility and effectiveness of the training plan. Specifically manifested in the following aspects: (1) Changquan technique level: Students have made significant progress in basic skills such as horse steps, archery steps, virtual steps, regular punches, hook punches, and swing punches, and their movements are more standardized and stable. Through the study of complete Chang Quan routines, students' fluency, coordination, and sense of rhythm in their movements have also been improved. (2) Physical fitness: Running, skipping rope, push-ups, sit-ups, and other exercises in physical training have improved students' cardiovascular function, strength, endurance, and flexibility, enhancing their comprehensive physical fitness. (4) Technical details: Through the guidance and correction of teachers' details, students' movements have become more standardized and precise, and their overall technical level has been improved.

Conclusion: This article improves traditional training methods and achieves significant training results by developing a Longquan training plan for students aged 8-10, combining modern educational theory and Longquan professional theory. Research has shown that a scientifically reasonable training plan can effectively improve students' proficiency in Chang Quan techniques and physical fitness, and cultivate wushu ethics and teamwork spirit.

Keywords: Wu Shu Chang Quan; Training Plan; 8–10-year-old Students

Introduction

Wushu is an important component of traditional Chinese culture. It is a comprehensive form of sports that combines sports and wushu, which has been formed and developed by people in long-term social practice. It is an important way to cultivate willpower and a sound personality, and its basic characteristics can be summarized as "internal and external cultivation, wushu as the body, self-cultivation, and moral cultivation". It is a valuable cultural resource. Wushu culture can enhance a country's soft power in several ways. Firstly, wushu culture promotes a nation's values and concepts, which can help people shape a unified traditional value system; Secondly, promotes cultural exchange and enhances understanding and appreciation of wushu culture; Finally, wushu culture can also serve as a diplomatic tool, with wushu performances and competitions serving as platforms for cultural exchange and building national relations (Li et al, 2023).

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With the continuous popularization of the concept of "lifelong sports", the importance of core sports literacy among teenagers has become increasingly prominent. The core literacy of sports not only includes the improvement of athletic ability, but also encompasses the cultivation of morality, spirit, and other aspects, aiming to cultivate a new generation of healthy, positive, and socially responsible citizens. Chinese wushu has a profound cultural heritage that has formed a unique moral concept, emphasizing the cultivation of the practitioner's moral character. It is an excellent traditional ethnic sports project that can cultivate the core literacy and values of youth sports. It should also adhere to the concept of developing students' core literacy and regard the cultivation of well-rounded individuals as the foundation of school wushu education. Therefore, it is of great significance to explore in depth the role of wushu under the core literacy of sports and the practical path of cultivating young people's core literacy of sports through wushu (Zhang et al, 2023).

The wushu training for teenagers in schools plays an important role in cultivating students' physical and mental health as well as confidence. Through physical exercise, psychological development, and strengthening moral education, students can achieve comprehensive development in wushu training. Specifically, adolescent wushu training has a significant impact on students' physical exercise. Wushu training focuses on physical fitness training, including the improvement of flexibility, strength, and endurance. Through various exercises and skills, students' muscle coordination and reaction ability have been greatly improved. In addition, wushu training also has certain requirements for students' breathing control and body posture, guiding them to develop healthy habits and good posture. In the process of learning wushu, students cultivate patience and perseverance through persistent practice, which will have a positive impact on their future learning and work. Secondly, youth wushu training is of great significance for students' psychological development. Wushu training requires students to face challenges and competition and cultivate their courage and determination to overcome difficulties. By constantly overcoming challenges and coping with pressure, students gradually establish their confidence. They learn from their mistakes, draw lessons from their failures, and constantly progress and grow. In wushu training, students not only improve their technical and skill levels, but also exercise their concentration and reaction abilities, cultivate self-control, and enhance their psychological resilience. In addition, youth wushu training also emphasizes moral education and teamwork. In the learning process, students not only learn wushu skills but also learn to respect others and abide by discipline and morality. They are encouraged to follow the spirit of wushu and cultivate excellent qualities and behavioral habits. Wushu training also encourages students to help and cooperate in teams, cultivating a sense of teamwork and collective honor (Yan & Li, 2023).

At present, the wushu level of primary school students aged 8-10 is a very concerning issue, as there is a lack of tailored training plans for this age group and there are problems with poor students's wushu levels, including low movement standards and single training methods. These issues may affect the physical and mental development of students and the development of wushu skills, so it is crucial to develop a specialized wushu Chang Quan training program for this age group. Students aged 8-10 are at a critical stage of physical and cognitive development. A scientifically reasonable wushu training program can promote the coordination, flexibility, endurance, and strength of students's bodies, which is beneficial for their healthy growth. In addition, the confidence and self-protection ability cultivated during the training process are also important values. At the same time, designing a wushu Chang Quan training program for students aged 8-10 can enrich their extracurricular activities, cultivate their interests and hobbies, and increase their participation in wushu Chang Quan training. Students can feel the joy and sense of achievement brought by sports, enhance their love for physical exercise, and form good living habits. This paper will select the students of the Hongxin learning Wushu community in the middle school affiliated with Mount Taishan College in Mount Taishan City as the research object, and the important reason for selecting the students of Hongxin School in the middle school affiliated with Taishan College for research is that the students' Wushu level is low and their practice efficiency is not high. The existence of this problem may not only affect the physical fitness and skill level of individual students but also hurt the

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development and growth of the entire Wushu club. Secondly, the low level of students' wushu skills may also affect the image and influence of wushu clubs both inside and outside the school. As an important component of school culture and sports programs, the performance of wushu clubs directly affects the reputation and image of the school. If students' wushu level cannot reach a certain level, it will also affect the club's competition results and performance effects. This study aims to investigate and analyze the current situation of wushu Chang Quan training for students aged 8-10, to clarify the existing problems and challenges. The researcher of this article will use a questionnaire survey method to investigate the current situation and existing problems of wushu Chang Quan training among students aged 8-10. Afterward, researchers will develop a wushu Chang Quan training plan through expert interviews, aiming to improve the wushu Chang Quan skills of 8-10-year-old students and promote the comprehensive development of students's physical and mental health. Therefore, through this study, the aim is to provide theoretical and practical guidance for the development and implementation of students's wushu Chang Quan training programs and make positive contributions to the healthy growth and comprehensive development of students.

There are many problems in traditional martial arts, such as rigid teaching methods. Some traditional martial arts teaching methods are too rigid and difficult to adapt to the needs and learning methods of modern students, resulting in poor learning outcomes; Lack of systematicity and scientificity, traditional martial arts may lack systematicity and scientificity in teaching Changquan, making it difficult for students to understand the principles and theories behind it, which affects their learning and practice. Therefore, it is necessary to develop a specialized plan for long fist training for students aged 8-10.

Research Objectives

Main objective

To develop a wushu Chang Quan training program for students aged 8-10 years

Subsidiary objectives

1. Research on the problems and current situation of wushu Longquan among 8-10-year-old students
2. Draft a wushu Chang Quan training plan for 8-10 year old students
3. Confirm the wushu Chang Quan training plan for students aged 8-10

Literature Review

Wushu Skills

Wushu Skills is a national form of sports composed of boxing techniques, equipment routines, and related exercise methods. It has the functions of strengthening muscles and bones, promoting health, and exercising willpower; It is also a national cultural heritage with a long history in our country. (1961, wushu). Wushu skills refer to various boxing techniques, leg techniques, equipment techniques, combat skills, etc. involved in wushu. Including basic boxing techniques, basic leg techniques, basic equipment skills, etc. Basic skills and techniques are the foundation of wushu learning, including routines, moves, and combination techniques in wushu. A routine is a series of coherent combinations of movements that showcase the techniques and aesthetics of wushu through different combinations, cultivating students' physical coordination and technical application abilities. According to Guo et al (2023), basic wushu training is an important foundation for wushu training. Practitioners can only truly improve their wushu skills by possessing solid basic skills. Therefore, in wushu training, teachers need to fully analyze and grasp the characteristics of basic wushu skills to carry out scientific training for practitioners. Basic wushu training is an important component of wushu training. It not only lays a solid foundation for practitioners' wushu skills training but also effectively cultivates their emotions and comprehensively improves their physical fitness. However, in the process of training basic wushu skills, teachers should continuously enrich the methods and content of basic skills training to stimulate the interest of practitioners in participating in basic skills training, so that practitioners can realize the important role of basic wushu skills and

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comprehensively improve the effectiveness of wushu training. It can be seen that the level of basic wushu skills is an important factor in determining the level of wushu skills.

Wushu Chang Quan Skill

1. Definition of Wushu Chang Quan

Chang Quan belongs to the Northern School of Wushu and first appeared in Qi Jiguang's "Ji Xiao Xin Shu · Quan Jing Jie Yao Pian" during the Ming Dynasty. "Throughout history, there have been wushu who have excelled in this field, emperor Taizu of Song had the Thirty-Two Power Changquan ", and modern Changquan uses the title of Changquan from the Ming Dynasty. From the very beginning of the Song Dynasty fighting tactics' Zi "has been passed down to this day and evolved into wushu routines. (Li Xuemei, 2019).

Shen (2023) pointed out the characteristics of the Changquan exercise: firstly, it is graceful and relaxed. Changquan emphasizes the flexibility and agility of the body, enhancing its softness and coordination through various movements. When athletes practice long punches, they are required to move smoothly and naturally, without stiffness or stiffness. All parts of the body need to coordinate and cooperate to make the entire movement look relaxed and graceful. For example, when practicing straight boxing, the arms should be straight, the shoulders relaxed, the waist slightly rotated, the legs coordinated and coordinated, and the entire movement should be relaxed and free from stiffness. When practicing defensive movements, it is also required to move quickly and powerfully. This article chooses to teach the first 10 movements of Junior Chang Quan, which are: 1. Virtual Step Bright Palm 2. Parallel Step Pairing Fist 3. Arched Step Punching Fist 4. Bouncing Leg Punching Fist 5. Horse Step Punching Fist 6. Arched Step Punching Fist 7. Bouncing Leg Punching Fist 8. Great Leap Step Forward Piercing 9. Arched Step High Five 10. Horse Step Frame Palm. Junior Changquan is one of the most basic routines in Wushu Changquan. Its textbook is compiled by the Sports Department of the Sports Commission of the People's Republic of China and is divided into four sections. Deeply loved by the general public, especially young students, it is the selection content of the national standard primary and secondary school physical education and health new curriculum wushu textbook.

Chang Quan Training Program

1. Basic skill training

Basic skills training is the training of technical foundations and technical links. Shen (2023) pointed out that there are two main methods for training the basic skills of Changquan: 1. Shoulder and arm skills training. 2. leg training.

2. Chang Quan Technique Training

Quartz and Jia (2022) summarized the training of the Changquan technique into six points: firstly, fast speed. To achieve the requirement of "punching like a shooting star" in upper limb movements, joints such as shoulders, elbows, and wrists must be flexible and agile, with lightning-fast speed, to take the lead. Secondly, one must have a sharp vision. The changes in eye movements are not only closely related to technology but also to the movement of the neck. Thirdly, there should be sufficient flexibility. In sports, from dynamic to static movements, it is often emphasized to straighten the chest, back, waist, abdomen, buttocks, etc. Fourthly, one must walk steadily. The activities of the upper limbs and torso have little impact on their movement, while also providing a necessary stable environment for their movement. In this way, one can move without disorder and have a solid and powerful lower body. Fifth, be full of energy. To have enough power, to have enough power. Sixth, breathe deeply. When exercising, it is important to use abdominal breathing and be good at "accumulating energy" to ensure sustained and balanced movements.

Gu (2021) introduced the explanation of the meaning of attack and defense in wushu into the teaching and training of Changquan: The basic movements in traditional wushu routines are kicking, wrestling, stabbing, grabbing, smashing, etc., which include both attack and defense movements. Combined with technical elements such as techniques, body movements, eye movements, and footwork, traditional routines, and various exercise styles are formed. The awareness of attack and defense in traditional wushu routines has a certain regularity. Therefore, introducing the training and cultivation of attack and defense

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awareness in the teaching of primary Changquan routines is also a fundamental need and of great significance for the teaching of traditional wushu in junior high schools. Introducing the training and cultivation of offensive and defensive awareness in the teaching of primary Chang Quan routines, explaining the essentials, usage, and attack and defense meanings of each movement, can not only enable students to acquire knowledge but also provide them with a good emotional experience in the learning process, gradually establishing their interest in wushu, a traditional sport. Introducing the training and cultivation of offensive and defensive awareness in the teaching of primary Chang Quan routines can help students deeply understand the various movements and intentions of the routines, and improve their memory ability of wushu routine movements. Integrating offensive and defensive awareness into the teaching process of basic Chang Quan routines not only allows students to learn complete sets of technical movements, but also enables them to form purposeful and targeted technical action essentials in a new experience, ensuring that students can concentrate all their energy to understand and master various movements, and leave an extremely deep impression in their minds, to improve their ability to remember wushu routines.

Developmental Milestones for students aged 8-10 years

The National Football Training Manual of the United States specifies the training objectives for students and adolescents aged 6-15, focusing on the learning of basic motor skills and the improvement of motor coordination abilities. Professor Tian Maijiu also pointed out that the ages of 6-9 and 9-14 are two particularly important periods, which are critical for the development of general coordination and specific coordination, respectively. According to the laws of students's physical and mental development, they should not enter specialized training too early but should prioritize the development of general coordination. Due to the rapid development and high plasticity of the nervous system during childhood, attention should be paid to the exercise of comprehensive abilities until students enter the 9-14 age group and gradually transition to specialized coordination techniques. In addition, he also believes that the age range of 6-12 is a rapid period for the development of rhythm ability, while the ages of 7-11 and 7-12 are key nodes for the development of spatial orientation and reaction ability, respectively. Due to the influence of age characteristics on students's various abilities, it is particularly important to grasp the favorable time nodes for the development of each ability (Chen, 2021).

Garcia (2021) proposed the "Stage Theory of Motor Control". This theory suggests that during this stage, students's nervous system and motor control abilities reach their developmental peak, enabling them to better control and coordinate their movements. According to this theory, educators and trainers should design exercise training programs for students aged eight to ten to help them fully utilize their motor control abilities and further improve their motor skills based on this foundation.

Li Ming (2022) proposed the "Key Period Theory of Chinese students's Sports Development" in his research. According to this theory, the development of motor skills in Chinese students during this stage is influenced by factors such as culture, family, and educational environment. Therefore, targeted sports education and training plans need to be designed to promote the comprehensive development of their motor skills and fully tap into their potential during peak periods of exercise.

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Conceptual Framework

The conceptual framework for this research is as follows:

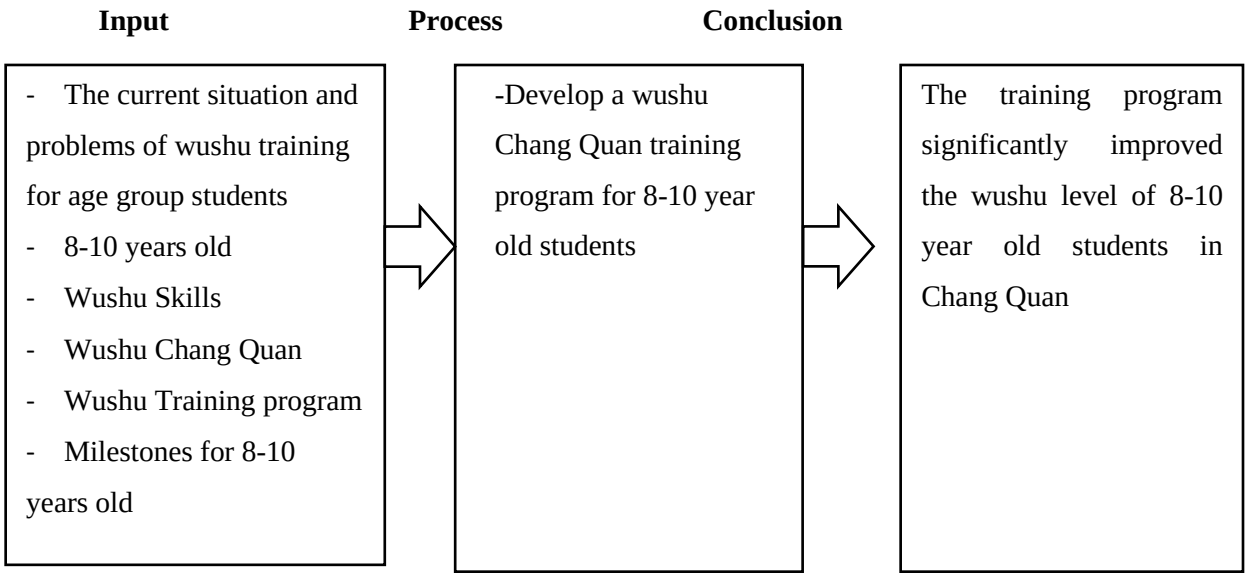

Figure 1 Conceptual Framework

Methodology

Research Tools

In this research, the following tools were used to conduct the research:

1. wushu Chang Quan Training Program
2. wushu Chang Quan Test
3. Student for test-retest
4. Single factor repeated measures ANOVA was used to compare the pre-test

Population and Sample

Population specification and size

The scope of this study is students aged 8-10, who have never received wushu training. In this study, 40 students aged 8-10 years old from Hongxin Primary School Wushu Association of Mount Taishan College Affiliated Middle School in Tai'an City were selected as the research objects.

Sample

By conducting a quick punch test, 20 students with lower grades who voluntarily participated in the study were selected as the sample group, and a survey questionnaire was distributed to the sample group. Based on the ranking of the rapid punching test results, a total of 20 experimental personnel were selected as the sample for this experiment.

According to the ranking of the quick punch test results, group 21-40 people entered the experimental group:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Non experimental personnel
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Experimental personnel

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Data Collection

1. We conducted a quick punch test on 40 students aged 8-10 from Hongxin Primary School Wushu Association of Mount Taishan College Affiliated Middle School in Tai'an and selected 20 of them with low scores. These students have received simple wushu training.
2. 2.5 experts conducted face-to-face interviews to gain an in-depth understanding of the current situation and problems of wushu Chang Quan training for students aged 8-10, to adjust and design training plans.
3. Develop a training plan
4. Expert for IOC, Conduct IOC testing on the designed training plan.
5. An experiment will be conducted. The experiment selected 20 participants with lower scores based on the results of the rapid punching experiment while keeping variables constant. A specially designed training plan was implemented for 8 weeks to improve the skills of Wushu Chang Quan. During the trial period, the testing of the experimental personnel will be conducted in three stages: (1) before training, (2) after 4 weeks of training, and (3) after completing all 8 weeks of training. Select three national first-level wushu judges to score students' exercise scores according to the Chinese wushu judging method, and compare and analyze the test results to evaluate the effectiveness of the wushu Chang Quan training program.

Data Analysis

1. Between groups: (1) Test results before and after 4 weeks of training (2) Results after 4 weeks of training and post-training testing; And (3) pre-training and post-training testing.
2. When evaluating the average score obtained from information provided by experts, researchers used the Likert scale to determine the evaluation measurement score.

Results

Table 1 Results of Judges' Scoring Tests for Students Before, 4 Weeks After, and 8 Weeks After Wushu Chang Quan Training

Students	Before training (point)	After 4 weeks of training (point)	After 8 weeks of training (point)
1	2.5	7.2	8.1
2	3	8.1	8.7
3	2	7.3	8.3
4	2.5	7.8	8.5
5	3.5	7.6	8.9
6	2.2	7.9	8.2
7	2.4	7.4	8.4
8	3.6	7.1	8.6
9	3	7.6	8.0
10	2.8	7.7	8.8
11	2.3	7.2	8.3
12	1.5	7.4	8.5
13	2.7	8.0	8.7
14	3.1	7.5	8.1
15	2.6	7.3	8.6
16	2.4	7.8	8.4
17	3.2	7.6	8.2
18	2.9	7.7	8.9
19	2.5	7.9	8.5
20	3.3	7.0	8.3

Table 2 The mean and standard deviation of the scoring results of students' wushu Chang Quan by the judges, as the sample group (n=20)

Standing long jump test	Mean ($\bar{x}$)	Std.Deviation (SD)
Pre-test	2.700	0.518
Week 4	7.555	0.312
Week 8	9.450	0.267

*N=20

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From Table 2, it can be seen that the scoring test results of 20 students before, 4 weeks after, and 8 weeks after Wushu Chang Quan training were evaluated by the judges. Specifically, the mean and standard deviation of the scoring test results of the sample group judges are as follows: before training according to a specific training plan, the scoring result was 2.700 ± 0.518, reflecting a lower initial level of consistency; After completing the training in the fourth week, the scoring result was 7.555 ± 0.312, indicating a rapid improvement in skill level and a reduction in performance differences; At the end of the eighth week of training, the scoring result was 9.450 ± 0.267.

Observing the trend of data changes, it can be found that the longer the training time of Wushu Chang Quan, the higher the scores given by the judges to the students, and the smaller the standard deviation. That is to say, as the training time of wushu Chang Quan accumulates, not only does the skill level of students steadily improve, but the performance differences between individuals also tend to narrow.

Table 3 compares the results of the standing wushu Chang Quan test using one-way repeated measures ANOVA, including the results before training, after 4 weeks of training, and after 8 weeks of training.

Source of Variance (Sov)	SS	Df	MS	F	Sig.
Time	484.830	2	242.415	1664.879	0.000
Error	8.300	57	0.146		
Total	493.130	59			

*P<0.05

From Table 3, it can be seen that single factor repeated measures ANOVA was used to compare the pre-test, 4-week training post-test, and 8-week training post-test scores of the experimental group students in Wushu Chang Quan. It was found that there was a significant difference in wushu Chang Quan scores between the 4-week training post-test and the 8-week training post-test of the experimental group students [F (2,57) =1664.879, Sig.=0.000]. This result not only quantifies the extent to which the training effect improves over time but also further verifies the importance of continuous training in improving Wushu Chang Quan's skills.

Table 4 Comparison results of Wushu Chang Quan scores before and after 4 weeks of training.

Period	Mean Difference	Standard Error	Sig.	95% confidence interval	
				Lower Bound	Upper Bound
Before Training	2.700	0.116	0.000	2.4575	2.9425
After 4 Weeks Training	7.555	0.07	0.000	7.4090	7.7010

*P<0.05

According to the data results in Table 4, it was found that the group of students who received four weeks of specialized training had a statistically significant difference of 0.05 in wushu Chang Quan scores compared to the untrained group. This finding strongly proves the effectiveness of short-term training in skill improvement.

Table 5 Comparison results of Wushu Chang Quan scores before and after 8 weeks of training

Period	Mean Difference	Standard Error	Sig.	95% confidence interval	
				Lower Bound	Upper Bound
Before Training	2.700	0.116	0.000	2.4575	2.9425
After 8 Weeks Training	9.4500	0.060	0.000	9.3252	9.5748

The data in Table 5 reveals the profound impact of long-term training (8 weeks) on skill development. Compared with the basic level before training, students' wushu Chang Quan scores showed significant statistical differences after training, which not only verified the effectiveness of the training plan but also emphasized the key role of continuous effort in skill improvement.

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Table 6 Comparison results of Wushu Chang Quan scores after 4 weeks of training and 8 weeks of training

Period	Mean Difference	Standard Error	Sig.	95% confidence interval	
				Lower Bound	Upper Bound
After 4 Weeks Training	7.555	0.07	0.000	7.4090	7.7010
After 8 Weeks Training	9.4500	0.060	0.000	9.3252	9.5748

From the results in Table 6, it can be seen that at a significance level of 0.05, there is a significant difference between the Wushu Chang Quan scores of students after four weeks of training and eight weeks of training. This finding not only reflects the trend of continuous improvement of skills with the extension of training time, but also reveals a stage leap in the training process, that is, the training effect does not accumulate nonlinearly, but shows more significant progress in certain stages.

Conclusion

The purpose of this study is to develop a wushu Chang Quan routine training plan for students aged 8-10. The independent variable is the wushu training plan, and the dependent variable is the improvement of the wushu Chang Quan level. After eight weeks of training, students' proficiency in wushu Longquan significantly improved between the fourth and eighth weeks.

The research subjects of this study are 40 students aged 8-10 years old from Hongxin Primary School in Tai'an City, Shandong Province. Through a rapid punching test, 20 students with lower scores were selected as the sample group.

This experiment underwent quality inspection by 20 students. The training program will last for 8 weeks, with 2 days per week and 1 hour per day. Three scoring tests will be conducted on the level of Changquan practice: (1) before training, (2) after 4 weeks of training, and (3) after 8 weeks of training. The results showed that there was a statistically significant improvement in the students' Chang Quan proficiency before, during, and after training.

In terms of skills, students can execute complex Chang Quan movements more accurately, with significant improvements in the fluency of routines and coordination of movements, demonstrating a higher level of skill. In terms of physical fitness, strength, endurance, flexibility, and coordination have been comprehensively improved, and students' physical conditions can support higher-intensity training, making movement execution more stable and effective. In terms of skill application, students can apply routine techniques more effectively to practical exercises, demonstrating stronger practical and technical skills. In terms of psychological resilience, students' concentration and confidence have significantly increased, enabling them to maintain stable performance in the face of training pressure and evaluation, thereby improving their overall performance level.

Discussion

After 8 weeks of training, using the designed Wushu Chang Quan basic skills training plan, the experimental group students' basic skills were significantly improved. This can be seen from the significant differences in the results of pre-training tests, 4-week post-training tests, and 8-week post-training tests. These findings are consistent with the study conducted by Li and Chen (2019), which evaluated the effectiveness of different training methods on the performance of basic wushu skills in Changquan. The research results indicate that combining basic training with practical exercises can significantly improve the basic skill level of beginners. In addition, wushu Chang Quan training for students aged 8-10 shows that these students make rapid progress and can quickly master their skills. Significant differences can be observed from the test results before and after the 8-week training. This improvement is mainly attributed to the strong interest of students in learning in this age group and their ability to quickly absorb and apply new knowledge. These findings are consistent with the research conducted by the Traditional Wushu Research Center (2016), which suggests that wushu training for students aged 8-18 is crucial and contributes to their overall development. This stage is a critical period for skill formation and rapid learning. By analyzing their progress in wushu training, the study provides a valuable reference for developing future training plans. In addition, it can be seen that basic skills training is the core skill of wushu Longquan, which is particularly suitable for beginners, as researchers use it to train 8-10-year-old students with basic wushu skills. The experimental results show that these beginners can master the basic skills well, and make significant progress, and the difficulty of training is moderate. These findings are consistent with Zhang's (2019) research on mastering basic skills.

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Recommendation

1. Introduce diverse training methods

When designing a Wushu Chang Quan training plan, it is recommended to combine traditional basic skills training with modern teaching methods such as gamified teaching and interactive learning. This diversified training method can not only increase students' participation but also more effectively promote their technical mastery and physical fitness development.

2. Increase the participation of parents and teachers

To further improve the training effectiveness, it is recommended to include the participation of parents and teachers in the training plan. The active support and participation of parents and teachers can help students continue practicing outside of class, while also enhancing their confidence and motivation to continue learning.

3. Carry out personalized guidance

Considering that each student has different learning abilities and physical fitness, it is recommended to introduce personalized guidance in the training plan. By regularly evaluating each student and adjusting the training content based on their progress, we ensure that each child can make the best progress at their own pace.

4. Regularly evaluate and adjust training plans

It is recommended to regularly evaluate the training plan to promptly identify issues and make corresponding adjustments. This includes conducting periodic tests on students' progress, collecting feedback, and optimizing training content, schedule, etc. based on test results and feedback to ensure the sustained effectiveness of the training plan.

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