
CURRENT STATUS AND ANALYSIS OF THE IMPLEMENTATION OF WUSHU TEACHING MODELS IN PRIMARY EDUCATION STAGE

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Abstract

The aim of this study is to explore the current status of the implementation of wushu teaching at the primary education level, and to analyse the popularity of the curriculum, the interest of students and the diversity of teaching models. A questionnaire survey was conducted to collect detailed data on the teaching of wushu in 44 primary schools in Hebei Province, China, including curriculum, students' love, teaching models, teaching objectives, content, guidelines, methods, procedures, assessment and evaluation, and the use of teaching aids and considerations. The results showed that most schools had incorporated wushu into their curricula, but students' interest in the curriculum was low; the teaching model was based on the traditional “basic skills + routines”, with insufficient practical training; and the teaching objectives were oriented towards movement quality and physical fitness, with less emphasis on cultural education and moral education. The study points out that the current teaching of wushu has problems such as uneven allocation of resources, single teaching model, lack of interactivity and interest, limited setting of teaching objectives, lack of innovation in teaching methods, and imperfect assessment and evaluation system. In this regard, the following suggestions are made: strengthen the allocation of resources to ensure that all schools can carry out wushu courses; optimize the curriculum content and teaching methods to enhance interactivity and interest; and introduce the art of attack and defence and wushu morality to enhance students' overall quality; set more comprehensive teaching objectives, focusing on wushu interest, offensive and defensive skills and moral education; adopt diversified teaching methods and procedures, and increase practical training and interactive sessions; and establish a comprehensive assessment and evaluation system, and provide adequate teaching support and security to enhance the effectiveness of wushu teaching at the primary education level.

Key Words: Primary Education Stage, Wushu Teaching Model, Current Status of Implementation and Analysis

INTRODUCTION

As a treasure of Chinese culture, wushu not only has rich historical and cultural connotations, but also plays an important role in strengthening the body and refining the will (Chao, 2024). Since ancient times, wushu has been regarded as a national treasure and has been inherited and developed in different

historical periods (Bai Yanrong, 2024). However, with the changes in society and educational concepts, the teaching model of wushu at the primary education level has undergone many changes. During the past few decades, wushu education in primary schools has shifted from the traditional teacher-disciple transmission model to modernised and systematic teaching (Feng, Chang & Wang, 2024). From the 1950s onwards, with the founding of New China, wushu was incorporated into the school physical education curriculum, focusing on basic routines and skills (Lin, 2024). From the 1970s to the 1980s, the Ministry of Education (MOE) pushed for the standardisation of wushu teaching and formulated syllabuses, and wushu classes were commonly offered in schools across the country with the unified development and promotion of teaching materials. However, due to a variety of factors, the promotion of wushu education was not satisfactory and wushu classes were cancelled in some regional schools (Liu, 2024). Then in the 21st century, with the emphasis on traditional culture and the promotion of the concept of total fitness, wushu education in primary schools gained renewed attention.

The Ministry of Education (MOE) emphasised the importance of traditional culture education and promoted wushu education in primary and secondary schools (Li Jingguo, 2024). By 2020, more than 70% of primary schools had already offered wushu classes, with some regions making it compulsory. Despite the policy support, the actual implementation of wushu teaching still faces challenges such as teacher shortage, lack of resources, and problems in curriculum design (Zhang Shihan, 2024). The development of wushu teaching in primary schools is not only to help students build up their physical fitness, but also to pay attention to the cultivation of core qualities such as athletic ability, healthy behavior and moral quality (Zhu, Tang & Zhou, 2024). While improving the physical quality of primary school students, it also improves their comprehensive quality and lays a good foundation for their healthy growth (Zhang Xiaoxin, 2024). School wushu education is one of the important ways to spread and inherit wushu culture, which not only plays a great role in promoting the physical quality, cultural accomplishment and spiritual character of young children (Chen, 2024), but also has great significance for the development of basic education in China, but there are still problems that need to be optimized and improved (Sun Qixian, 2023).

In view of the above problems, this study reveals the problems and deficiencies in the current wushu teaching through a systematic research and in-depth analysis of the implementation status of the wushu teaching model at the primary education level in Hebei Province, China. Through questionnaire survey and data analysis, this study will provide a comprehensive understanding of the current status of wushu teaching at the primary education level and conduct an in-depth discussion on multiple dimensions such as teaching objectives, teaching content, teaching methods, assessment and evaluation, etc., aiming to provide a scientific basis for the improvement of primary school wushu education.

METHODOLOGY

Research Subjects

In this study, 315 teachers in 44 primary schools in Hebei Province, China, were selected as subjects. The inclusion criteria includes teachers participating in the study must hold a nationally recognised wushu teaching certificate; teachers must have at least two years of experience in teaching wushu in primary schools; teachers from both public and private schools were included to ensure that the results of the study are generalisable and representative.

The exclusion criteria includes wushu teachers without a permanent teaching position or hired only on a temporary basis were excluded; teachers without formal training in wushu education were excluded to ensure that all participants had appropriate professional backgrounds and skills; teachers were excluded if they had been teaching at their current school for less than one year; teachers from schools without a wushu course were excluded; teachers were excluded when written consent to participate in the study could not be obtained from the school and from the teachers themselves, so as to comply with ethical scrutiny and privacy protections.

Instrumentation

The questionnaire design was based on Introduction to Chinese Wushu and related literature, covering all aspects of wushu teaching, including 12 aspects such as course frequency, student interest,

teaching model and content. Experts ensured the reliability and validity of the questionnaire through detailed review and feedback, and the final revised questionnaire had a structural validity score of 9.25 and a content validity score of 9.12, which had high reliability and validity. The distribution of the questionnaire was scheduled from February to May 2024, and throughout the survey, electronic questionnaires were distributed to 315 teachers, and finally 312 questionnaires were successfully recovered, with a recovery rate of 99.05%.

Observation Indicators

Course implementation, students' love, wushu teaching model, guiding principles, teaching objectives, technical content, wushu morality and etiquette, teaching methods, teaching procedures, assessment and evaluation methods, use of teaching aids, teaching considerations.

Statistical Analysis

The data analysis of this study was based on Excel. The data were collected through questionnaires, followed by processing and cleaning of them, which provided the basis for subsequent analyses. The cleaned data would be used to perform descriptive statistical analysis.

RESULTS

Implementation of Wushu Courses in Schools

Table 1. Frequency of Wushu Courses in Schools

Option	Percentage (%)
Daily	40
1-3 times a week	50
Not at all	10

The data in Table 1 shows that while 50 per cent of the schools conducted wushu courses 1-3 times a week, only 40 per cent of the schools offered wushu courses on a daily basis. This indicates that although the prevalence of wushu courses in primary schools is high, there are still some schools that are unable to ensure daily courses. Offering daily wushu courses can help students better master wushu skills and achieve continuity of training. However, many schools are unable to meet this standard due to insufficient teachers, space constraints and course schedules. Courses conducted only 1-3 times a week, though capable of providing wushu education to a certain extent, have relatively limited effect in fostering students' sustained interest and skill mastery. The 10 per cent of schools that do not conduct wushu courses at all reflect the gap between policy implementation and concrete execution.

Students' Love for Wushu Courses

Table 2. Students' Love for Wushu Courses

Option	Percentage (%)
Totally love	18
Somewhat love	13
Do not love	69

The data in Table 2 shows that students' love for wushu courses is at a low level. Only 18% of the students indicated that they liked the wushu course very much, while as many as 69% indicated that they disliked it. This phenomenon reflects that there is much room for improvement in the design and

implementation of the current wushu courses. Students' interest in the course directly affects their learning effect and participation. The single content of the course, the lack of innovation in teaching methods, and the teaching level of the teachers are all key factors affecting students' interest. Wushu courses should not only focus on the teaching of movements and skills, but also need to stimulate students' interest and participation through rich teaching content and diversified teaching methods.

Most Commonly Used Wushu Teaching Models

Table 3. Most Commonly Used Wushu Teaching Models

Option	Percentage (%)
Basic Skills + Routines	85
Training with Fighting	12
Other (Wushu Ranking System)	3

The data in Table 3 shows that 85 per cent of the schools have adopted the teaching model of "basic skills + routines", which places emphasis on the training of basic skills but lacks confrontation and practical combat. Only 12 per cent of the schools adopted the model of "training with fighting", and even fewer schools adopted the "Wushu Ranking System". This shows that the current teaching model of wushu is too single-minded, making it difficult to comprehensively improve the overall quality of the students. Although the training of basic skills and routines can standardise students' movements and improve their technical level, the students' resilience and practical application ability can hardly be fully exercised without practical confrontation and application-orientated training.

Guiding Principles

Table 4. Guiding Principles

Option	Percentage (%)
Enhance Basic Skills, Focus on Routine Practice	50
Focus on Routines, Emphasise Methods, Stress Application	25
Base on Single Moves, Emphasise Combat, Cultivate Spirit	15
Cultivate Both Morality and Skills, Integrate Fighting and Training, Promote Interest	10

The data in Table 4 shows that there is diversity in the current guiding principles of wushu teaching, but the schools that emphasise basic skills and routine practice accounts for the highest percentage, reaching 50 per cent. Although this kind of guideline helps to standardise students' movements and improve their skills, it has a limited effect on students' overall development and improvement of their comprehensive quality. Only 10 per cent of the schools adopted the guiding principle of "cultivating both morality and skills, integrating fighting and training, and promoting interest", reflecting the insufficient attention paid to moral education and the cultivation of students' interest. Twenty-five per cent focus on routines, emphasise methods and stress application, while 15 per cent base on single moves, emphasise combat and cultivate spirit. These figures indicate that the current guiding principles of wushu teaching are mainly focused on technical training, while education in wushu morality and the cultivation of practical application ability are relatively neglected.

Teaching Objectives

Table 5. Teaching Objectives

Option	Percentage (%)
Theoretical Knowledge	25

Quality of Movement	45
Interest in Wushu	18
Physical Fitness	35
Offensive and Defensive Techniques	5
Wushu Morality	12
Willpower	25
Other	6

The data in Table 5 shows that the objective setting of wushu teaching mainly focuses on movement quality and the development of physical fitness, which accounted for 45 per cent and 35 per cent respectively. Although these objectives helped to improve students' technical level and physical fitness, less attention was paid to wushu interest, offensive and defensive techniques, wushu morality and willpower. Only 5 per cent of the schools included offensive and defensive techniques as teaching objectives, which showed a clear deficiency in the cultivation of practical skills. Teaching objectives should cover all aspects of wushu, including technical, physical, moral and spiritual dimensions, so that the overall quality of students can be improved. Focusing on the cultivation of interest in wushu, physical fitness and wushu morality can not only stimulate students' motivation to learn, but also help them to apply their wushu skills in real life, reflecting the true value of wushu education.

Teaching Content

Table 6. Teaching Content

Option	Percentage (%)
Wushu Routines	96
Gymnastics	45
Sanda	15
Qigong	25
Traditional Boxing	35
Wushu Equipment	18
Other	8

The data in Table 6 shows that the current teaching content of wushu mainly focuses on wushu routines, accounting for as high as 96 per cent. This single teaching content helps students to master basic movements and techniques, but neglects other important training contents, such as sparring, equipment and qigong. The singularity of the teaching content limits students' comprehensive understanding of wushu and the comprehensive improvement of their skills. Enriched teaching content should include various aspects such as practical training, traditional styles of boxing, qigong and equipment in order to improve students' practical ability and cultural literacy.

Wushu Morality and Etiquette

Table 7. Wushu Morality and Etiquette

Option	Percentage (%)
Fist Salute	100
Bow	15
Hand Salute	25
Armed Salute	35
Cross-Standing Salute	80
Wuhsu Morality Motto	10

Wuhsu Morality Music	8
Wuhsu Morality Stories	5
Wuhsu Morality Quotes	28

The data in Table 7 shows that in the current teaching of wushu, the content of wushu morality and etiquette education is relatively single, mainly focusing on formalised etiquette movements, such as the fist salute and the cross-standing salute. Although these etiquette movements have a certain role in regulating students' behaviour and cultivating etiquette habits, there is insufficient attention to the depth and breadth of wushu morality education. Wushu is not only a skill, but also a cultural and moral heritage. Only a few schools focus on cultural elements such as wushu morality motto, wushu morality music and wushu morality stories in their teaching, which limits students' comprehensive understanding of the spirit and moral values of wushu. Education in wushu morality and etiquette should cover a wide range of elements such as moral admonition, cultural stories and spiritual development in order to comprehensively enhance students' moral character and cultural literacy.

Teaching Methods

Table 8. Teaching Methods

Option	Percentage (%)
Explanation and Demonstration	100
Scenario Teaching	35
Complete and Decompose	90
Game Teaching	80
Guidance and Correction	75
Competition	45
Self-exploration	12
Group Practice	60
Other	16

The data in Table 8 shows that the current teaching of wushu mainly relies on the explanation and demonstration and the complete and decompose methods, which help students to master technical details and standardised movements but lack interactivity and interest. Interactive teaching methods such as scenario teaching, game teaching and competition are used less, and the proportion of the application of the self-exploration method is even lower. The singularity of the teaching methods limits students' interest and initiative in learning and is not conducive to the improvement of their comprehensive ability.

Teaching Procedures

Table 9. Teaching Procedures

Option	Percentage (%)
Basic Skills + Individual Routines	45
Single Move Attack and Defence + Individual Routines	8
Basic Skills + Individual Routines + Pair Routines	15
Basic Skills + Pair Routines + Individual Routines	12
Single Move Attack and Defence + Individual Routines + Pair Routines	18
Single Move Attack and Defence + Pair Routines + Individual Routines	2
Other	0

The data in Table 9 shows that 45% of the teaching procedures of wushu for primary school students

were basic skills + individual routines, 8% were single move attack and defence + individual routines, 15% were basic skills + individual routines + pair routines, 12% were basic skills + pair routines + individual routines, 18% were single move attack and defence + individual routines + pair routines, 2% were single move attack and defence + pair routines + individual routines, and there were no other teaching procedures. This shows that teaching procedures combining basic skills and routines are the most common, while more complex combinations are less common, affecting the development of students' application skills.

Assessment and Evaluation

Table 10. Assessment and Evaluation Content

Option	Percentage (%)
Day-to-Day Performance + Routine Practice	65
Routine Practice + Wushu Morality and Etiquette	15
Day-to-Day Performance + Combat Practice	13
Routine Practice + Combat Practice	2
Day-to-Day Performance + Wushu Morality and Etiquette + Combat Practice + Routine Practice	5
Other	0

The data in Table 10 shows that 65 per cent of the teachers used the evaluation method of "day-to-day performance + routine practice", indicating that the majority of teachers attached importance to students' day-to-day performance and mastery of routine skills, and emphasised the cultivation of basic techniques and discipline. However, this evaluation method may not be sufficient to fully reflect students' comprehensive quality in terms of skills and ethics. The evaluation method of "routine practice + wushu morality and etiquette" accounted for 15%, which focuses on students' wushu morality and etiquette while focusing on routine skills, reflecting the importance attached to students' character and behavioural norms, but the application percentage was relatively low. 13% of the teachers used the evaluation method of "day-to-day performance + combat practice", which takes into account the students' daily performance and the assessment of their technical skills, and helps to comprehensively evaluate the students' practical ability, but its application is limited.

The evaluation method of "routine practice + combat practice" only accounted for 2%, which emphasises the combination of technical combat and routine skills, but is less commonly used in actual teaching. The comprehensive evaluation method of "day-to-day performance + wushu morality and etiquette + combat practice + routine practice" accounted for 5%, which is the most comprehensive. It covers students' daily performance, wushu morality and etiquette, technical combat ability and routine skills, and helps to comprehensively assess the students' overall quality and ability.

Wushu Teaching Aids

Table 11. Wushu Teaching Aids

Option	Percentage (%)
Punching Target	26
Punching Gloves	25
Punching Bag	5
Helmet	6
Multimedia PPT	10
Sound System	20
Foam Weapons	18
Foam Mats	35

Other	0
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The data in Table 11 shows that the current teaching aids used in wushu teaching are not comprehensive enough, mainly focusing on basic punching targets, punching gloves and foam mats. Although these teaching aids contribute to basic training and safety, there is a lack of practical training equipment such as punching bags and helmets and modern teaching tools such as multimedia PPT. Diversified and modernised teaching aids can enrich the teaching content, improve the teaching effect and stimulate students' interest in learning. For example, through the use of multimedia PPT and audio equipment, the history and culture of wushu and its technical movements can be presented to students in a vivid and intuitive way, enhancing their learning experience and participation.

Teaching Considerations

Table 12. Teaching Considerations

Option	Percentage (%)
Proper Warm-up and Stretching	95
Reasonable Training Time and Intensity	75
Theoretical and Cultural Penetration	35
Teaching of Wushu Morality and Etiquette	35
Cultivation of students' Interest in Wushu	38
Movement Standards of Wushu Techniques	90
Training of Attack and Defence	24
Teachers' Positive Image	48
Safety in Practice	97

The data in Table 12 shows that although most teachers focus on warm-up, stretching, movement standards and safety when teaching wushu, they pay less attention to the theoretical and cultural aspects of wushu and wushu moral education. Wushu is not only a kind of physical training, but also the education of culture and morality. Focusing on the theoretical and cultural penetration and wushu moral education can help students fully understand the spiritual connotation of wushu and improve their cultural literacy and moral character. However, insufficient attention is paid to these aspects according to current teaching considerations, resulting in students being unable to fully appreciate the deeper values of wushu in the learning process. The training of fighting ability is likewise neglected, failing to help students effectively apply the skills they have learnt in real combat.

DISCUSSIONS

This study aims to explore in depth the current status of the implementation of wushu teaching at the primary education level. By analysing the popularity of the course, students' interests and the diversity of teaching models, the study seeks to reveal the strengths and limitations of the existing teaching practices. Through the use of questionnaires, the teaching of wushu in a number of schools was investigated. The study analysed the data on wushu teaching in 12 aspects such as the popularity of the wushu course, students' interests, teaching models, teaching content, guiding principles, teaching methods, teaching procedures, assessment and evaluation, use of teaching aids, and teaching considerations, which were grouped into six specific points, namely, course popularity, student interest and attitudes, guiding principles and teaching models, teaching objectives and content, teaching methods and procedures, assessment and evaluation and teaching support, and the following conclusions were drawn:

Although many schools have incorporated wushu courses into their daily teaching, some

schools still fail to do so, which reflects the uneven distribution of wushu education resources in different regions, and studies have shown that unbalanced distribution of resources directly affects the enhancement of teaching quality (Qi, Zhu & Yan, 2024). Most students are not interested in wushu courses, which is related to the singularity of the course content and teaching methods, and studies have shown that students' interest is the key factor to improve the teaching effect (Xie & Sun, 2024), and the current wushu course content is rather boring, mainly focusing on the training of basic skills and routines, which cannot stimulate students' interest in learning; Teachers should adjust the teaching content and methods in the teaching process in order to improve students' motivation and participation; Currently, the teaching of wushu in primary schools mainly adopts the traditional model of “basic skills + routines”, and there are various teaching concepts, but most of them emphasise on the training of basic skills and routines, neglecting the moral cultivation (Wang, Zhu & Wang, 2024), and this single teaching model limits the overall development of students; The setting of teaching objectives and content greatly affects the effectiveness of the wushu courses. At present, the teaching objectives of most schools are focused on the improvement of movement quality and physical fitness, and there is relatively little investment in the enhancement of students' interest in wushu and moral education (Wu Baicun, 2024).

In terms of teaching content, in addition to the traditional wushu routines, sanda and the use of equipment should be added to enhance students' ability and interest in actual combat (Han B, 2024); teaching methods and procedures are also important factors affecting the effectiveness of the wushu course, and the current teaching of wushu in primary schools is mainly based on the explanation and demonstration method, which lacks interactivity and innovativeness (Lin Haolun, 2020). Research has shown that interactive teaching methods can significantly improve students' learning outcomes, and teaching procedures should focus more on actual combat training and sparring to improve students' practical application ability (Yang & Zhang, 2023); Assessment and evaluation and teaching support are also important aspects affecting the effectiveness of wushu teaching, and the assessment and evaluation of wushu courses mainly focuses on the usual performance and routine practice, while comprehensive evaluation is relatively rare. In terms of teaching support, schools should provide more teaching aids related to actual combat training in order to enhance teaching effectiveness (Han, Luo & Gao, 2023).

The overall effect of wushu development in primary schools needs to be improved, which is mainly reflected in the small scale of the overall development, the less effectiveness of wushu activities in school and the poor participation of students (Xu Yakui, 2023). At the same time, the system of wushu teaching activities needs to be enriched, the content elements of wushu are not developed enough, and the teaching methods are not innovative (Zhang Yue, 2023). In terms of teaching mode, stratified teaching method can be adopted for wushu teaching, and appropriate teaching objectives, contents, processes and evaluation criteria can be formulated according to the differences in students' learning basis (Zhou Jing, 2023). Schools should formulate a supervision system in line with their own wushu courses, including class arrangement system and after-school service system, to provide a good basic guarantee for school wushu (Chen & Liu, 2023).

Through the above analysis, we can see that the current wushu teaching model in primary schools has different degrees of problems and deficiencies in terms of course offerings, students' interest, teaching model, guiding principles, teaching objectives, teaching content, wushu morality and etiquette, teaching methods, teaching procedures, assessment and evaluation, the use of teaching aids and considerations, etc. These problems not only affect the popularisation and promotion of wushu education, but also constrain the overall development and improvement of the comprehensive quality of students.

CONCLUSIONS AND RECOMMENDATIONS

This study analysed and summarised detailed data on the content related to the teaching of wushu in primary schools through a questionnaire survey of 315 teachers in 44 schools, covering the popularity of the course, students' interest, teaching model, teaching content, guiding principles, teaching methods,

teaching procedures, assessment and evaluation, use of teaching aids, and teaching considerations, which is highly representative and reliable, and revealed through data analysis the main problems in the current wushu teaching at the primary education level. In this regard, the following suggestions are made:

To address the problem of uneven course popularity, resource allocation should be strengthened to ensure that all schools are able to offer wushu courses and that each school has sufficient resources to offer wushu courses; To address the problem of students' low interest in wushu, course content and teaching methods should be optimised to enhance interactivity and fun so as to increase students' interest in learning (He Qing, 2023), which can be achieved by organising wushu performances, competitions, and other events that increase students' participation (Guo & Wang, 2023). To address the problem of single teaching model, more content of moral education should be introduced into the teaching model to enhance the overall quality of students. Although the traditional teaching model of “basic skills + routines” is important, actual combat training and content of moral education should be increased, so that students can not only master the skills of wushu, but also develop moral qualities; To address the problem of limited teaching objectives, more comprehensive teaching objectives should be set, focusing on students' interest, offensive and defensive skills and moral education. When setting teaching objectives, teachers should not only focus on the quality of movement and physical fitness, but also on students' interest in wushu and moral education (Liu & Xie, 2023); To address the lack of innovation and interactivity in teaching methods, actual combat training should be increased; To address the problem of an imperfect assessment and evaluation system, a comprehensive assessment and evaluation system should be set up and adequate teaching support and security should be provided in order to comprehensively enhance the effect of wushu teaching. The current assessment and evaluation mainly focuses on the usual performance and routine practice, and in the future, a comprehensive evaluation system covering daily performance, practical ability, moral quality and other aspects should be established to comprehensively assess the learning results of students. Through the above measures, the quality and effect of wushu teaching at the primary education stage can be effectively improved, and the overall development of students can be facilitated.

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