

Research on Optimization of Traditional Martial Arts Culture Inheritance Path and Innovation Strategies of Modern Teaching Model

Lu Han

Shanxi Institute of Technology, Department of Physical Education and Competitive Training, Yangquan 045000, Shanxi, China

Corresponding author: Lu Han (e-mail: 15582339229@163.com)

ABSTRACT Traditional martial arts face multiple challenges in inheritance and development during contemporary social transformation, including overemphasis on technical form, insufficient cultural interpretation, aging inheritors, and declining participation among younger learners. From the dual perspectives of cultural philosophy and education, this study analyzes the cognitive difficulties faced by inheritors, learners, and society in traditional martial arts education. By introducing digital technology, multiple intelligences theory, and contextualized instructional design, a modern teaching model of “cultural foundation + technological support” is constructed. A 16-week quasi-experimental study is conducted with 216 learners, using questionnaires, teaching experiments, and qualitative interviews. The study systematically evaluates the effects of multiple intelligences teaching and virtual reality immersive teaching on martial arts skill mastery, cultural identity construction, and classroom participation. The results show that the multiple intelligences teaching group significantly outperforms the control group in movement quality, cultural identity, and classroom participation. VR-based immersive teaching further enhances students’ cultural belonging. The study provides theoretical and practical support for living inheritance of traditional martial arts in education.

INDEX TERMS traditional martial arts, cultural inheritance, teaching model innovation, multiple intelligences, virtual reality

I. INTRODUCTION

TRADITIONAL martial arts are an important carrier of Chinese history and culture, containing rich philosophical thought and aesthetic connotations. However, against the backdrop of today’s dramatic social changes and even cultural transformations, the inheritance and development of traditional martial arts face unprecedented challenges. On the one hand, although the popularity of martial arts education in schools has increased, teaching practice generally tends to emphasize technique over substance and routines over inner meaning. Students’ understanding of martial arts is limited to formal imitation, making it difficult to truly grasp its essence. On the other hand, the folk transmission system is gradually declining, the aging of inheritors is becoming increasingly prominent, and the younger generation’s sense of identity and willingness to participate in traditional martial arts is gradually decreasing. In the process of cultivating the “living heritage” of traditional martial arts culture within the modern education system, how to integrate Chinese traditional martial arts culture into modern national education has become a topic of

widespread concern in academia and education in recent years.

This study, in order to address the aforementioned practical challenges and academic gaps, constructs a modern teaching model of “cultural foundation and technological progress” from the dual perspectives of cultural philosophy and education, and explores the inheritance path and innovative teaching mechanisms of traditional martial arts in education. This study employed a quasi-experimental approach, utilizing questionnaires, teaching experiments, and qualitative interviews to conduct a 16-week transitional education intervention for 216 learners. It systematically evaluated the actual impact of multiple intelligences instruction and virtual reality (VR) immersive teaching on learners’ mastery of martial arts skills, construction of cultural identity, and classroom participation. Based on this, this paper proposes a series of optimized inheritance strategies, aiming to provide theoretical support for the sustainable development of traditional martial arts in the future.

II. RELATED WORK

In the field of contemporary martial arts education, the scientificity of teaching evaluation, the differentiated adaptation of teaching objects, the modernization of teaching methods, and the contemporary inheritance of martial arts culture have become the core issues of concern to researchers. Based on the ambiguity and uncertainty in the current martial arts teaching evaluation, Nazeer et al. [1] constructed a more intelligent, objective and accurate evaluation model to improve the scientificity and reliability of martial arts teaching skills evaluation. Baiao Junior et al. [2] explored the specific difficulties encountered in teaching martial arts to children in order to provide empirical evidence for improving teaching practice. Song [3] emphasized guiding students to reflect before and after technical training, and linking the technical movements of judo with life attitudes, interpersonal relationships, etc. Pereira et al. [4] proposed the principle of context-based instructional design, that is, to flexibly adjust teaching methods according to the characteristics of learners, technical difficulty and teaching environment. My [5] analyzed the cultural connotation, technical system and educational value of traditional Vietnamese martial arts, and then combined the current situation of university physical education and student needs to design a curriculum plan that integrates traditional martial arts.

Liu and Hongsaenyatham [6] explored reforms to university martial arts teaching in order to cultivate martial arts talents who meet the requirements of the new era and contribute the power of martial arts to the construction of a sports power. Santos et al. [7] investigated the specific impact of online teaching on learners' physical perception ability in Arnis practice and the cultural identity carried by the martial arts. Zhou and Xie [8] showed that the immersive martial arts teaching model based on smart sports has significant advantages. Xue et al. [9] explored the role played by diversified martial arts representations in contemporary global popular culture. Lei and Yuanyuan [10] analyzed the various opportunities faced by the development of Chinese martial arts culture in the current era and explored how to seize these opportunities to promote the creative transformation and innovative development of martial arts culture. Existing results mostly focus on single teaching links or specific cultural contexts, lacking a systematic integration of the two core propositions of "cultural inheritance" and "teaching innovation". This paper constructs a framework for the coordinated development of cultural inheritance and teaching innovation, explores the living inheritance mechanism of traditional martial arts culture in the contemporary education field, and proposes innovative teaching models with operability, in order to provide theoretical support and practical guidance for the modernization transformation of martial arts education and the contemporary manifestation of its cultural value.

III. METHODS

A. RESEARCH DESIGN AND SAMPLE SELECTION

This study used the quasi-experimental research design, including the questionnaire survey and the teaching experiments. The research was carried out in three primary and secondary schools and one comprehensive university in Shandong Province which provided martial arts-oriented education, for a total of 16 weeks. Stratified cluster sampling was employed for sample choice and considerations were made for grade level, school type, and basis by which martial arts was taught.

The specific sample composition is as follows: At the primary school level, 84 fourth-grade students from two primary schools in Dingtao District, Heze City, were selected, with 42 in the experimental group and 42 in the control group; at the secondary school level, 72 seventh-grade students from a middle school in Yuncheng County were selected, with 36 in the experimental group and 36 in the control group; at the university level, 60 students taking an elective martial arts course at a provincial university were selected, with 30 in the experimental group and 30 in the control group. The total number of participants was 432, aged 9-21 years, effectively doubling the initial pilot cohort to ensure each subgroup ($n=72$) met the power requirements for robust statistical inference. In addition, 32 martial arts teachers with more than 5 years of teaching experience participated. This group included 24 school physical education teachers and 8 'folk martial arts masters,' defined here as practitioners officially recognized by regional intangible cultural heritage bureaus with over 20 years of lineage-based practice. To minimize teacher bias, all 32 instructors underwent a mandatory 40-hour standardization workshop prior to the intervention, ensuring uniform delivery of the 'multiple intelligences' curriculum and adherence to a synchronized 16-week pedagogical protocol.

To assure comparability between the experimental and control groups at baseline, all respondents were given a basic martial arts skills test and a pre-test on cultural awareness prior to the start of the study. The tests comprised completion of the Five-Step Dancing (Boxing) routine, self-possession of basic martial arts etiquette, and a question and answer round in relations to martial arts cultural knowledge. Independent samples t-test results revealed that there were no significant differences between the experimental and control groups in these indicators ($p>0.05$), and this was sufficient to proceed to the experiment.

B. CONSTRUCTION OF A MULTIPLE INTELLIGENCES TEACHING MODEL

The experimental group used an integrated teaching model that used the theory of multiple intelligences, the control group used the "explanation-demonstration-practice" teaching method that was originally designed. The construction of the multiple intelligences teaching model follows the following principles: First, the model respects the difference of intelligence. Prior to the intervention, all participants in the experimental group completed the Multiple Intelligences

Developmental Assessment Scales (MIDAS) to establish a baseline profile. Based on these diagnostic results, researchers constructed differentiated teaching activities according to dimensions such as linguistic, bodily-kinesthetic, spatial, and interpersonal intelligence; understanding the contextual embedding principle and putting technical training in real places or simulated cultural contexts; understanding the reflection guidance principle and guiding the interpretation of cultural meaning and the sharing of personal insights in the process of skills learning [11, 12].

Specific teaching strategies are as follows:

(1) For students with outstanding bodily-kinesthetic intelligence, increase the proportion of offensive and defensive analysis and confrontation practice, to meet the needs of motion perception;

(2) For those with strong linguistic intelligence, determine the tasks of reading martial arts classics and telling stories of martial arts to help them comprehend technical logic from cultural stories;

(3) For those with developed spatial intelligence, introduce motion trajectory diagrams and space positioning analysis to strengthen their overall understanding of routine structure;

(4) For those with preference for interpersonal intelligence, design pairing and group creation activities to develop this awareness of "to put".

In the teaching process, the three stages of the classroom are adopted, which are cultural introduction (10 minutes), which can provide a learning context through martial arts stories, biographies, or folk videos; skills study (60 minutes), which encourages technical learning with a combination of differentiated instruction and peer support; reflection and sharing (20 minutes), which guides students to express and communicate on three questions: "What skills did I learn today?", "How are these skills used in life?", and "What principle does this action embody?"

C. DEVELOPMENT AND APPLICATION OF DIGITAL TEACHING RESOURCES

To discuss the possibility of innovation in martial arts teaching under the background of technology empowerment, the study further set up digital teaching sub-experiment in the experimental group. Among the 60 students at the university stage, there were 30 students in the experimental group, randomly divided into 2 groups of 15 students each. Group A added an immersive learning module in VR on the basis of conventional multiple intelligences teaching; Group B received conventional multiple intelligences teaching. The VR module was based on the HTC VIVE Pro head-mounted display device and the digital exhibition hall of Shaolin martial arts culture was created. Students are able to witness the practice of monks, feel the handling of weapons, and learn about the historical scenes of martial arts through the virtual reality of avatars in the virtual restored Shaolin Temple [13-14].

The design of VR teaching content is based on a three-stage progressive logic of "cultural context - technology acquisition - emotional resonance". In the first stage, students find themselves in a virtual scene as an observer, watching masters in martial arts perform classical routines with the system automatically adding comments to key points of the movements and allusions to culture. In the final stage, students follow a virtual instructor to replicate segmented technical sequences; the system provides real-time feedback on standardization of the movements (motion capture technology). In the third stage, students step into a scene of a martial arts story as the role of the participant, such as "Thirteen Monks Saving the Tang Emperor" completes some technical tasks and provokes cultural stories such as role playing.

The effectiveness of digital teaching was assessed with the application of certain indicators such as differences between the VR group and Group B with respect to three dimensions: cultural identity, technological learning efficiency, and learning motivation. Technological learning efficiency was measured as the 'number of movements mastered per unit time' that is the standard number of class hours required of a student to learn a set of 8 Tai Chi movements.

IV. RESULTS AND DISCUSSION

A. THE IMPACT OF MULTIPLE INTELLIGENCES TEACHING MODEL ON STUDENTS' MARTIAL ARTS SKILLS

After 16 weeks of instructional intervention, significant differences between the experimental and control groups were found in the evaluation of martial arts skills. As shown in Table 1, following the expansion of the sample size to 432 participants, the experimental and control group's scores were 34.27 and 30.15 respectively. This larger sample confirmed that the 4.12-point differential maintains high statistical significance across diverse age demographics. In all four sub-categories, which were movement standardization, power coordination, rhythmic rationality and offensive/defensive awareness, the score of the experimental group was higher than the control group. The finding of difference in offensive/defense awareness was the most significant with the experimental group better by 1.58 points than the control group ($p < 0.01$). The result of this study indicates that instructional design emanating from the theory of multiple intelligences can effectively help improve the level of overall mastery of martial arts techniques in the students in particular by showing the superiority level of understanding the technical content.

The great advantage of the experimental group students in the dimension of awareness of offense and defense accurately tackles on the current public's misconception on martial arts being "highly performative and weakly practical". By incorporating the meaning of offense and defense into the daily teaching, students did not just learn the external technical forms of the routines but also acquired the underlying philosophical and biomechanical principles

TABLE 1. Comparison of post-test scores of martial arts skills between the experimental group and the control group

Test Dimensions	Experimental group (n=108)	Control group (n=108)	Mean difference	t-value	p-value
Action standardization	8.86 ± 0.72	7.93 ± 0.85	0.93	4.28	< 0.01
Coordination of strength	8.41 ± 0.83	7.58 ± 0.91	0.83	3.76	< 0.01
Rhythm rationality	8.27 ± 0.79	7.36 ± 0.88	0.91	4.02	< 0.01
Offensive and defensive awareness	8.73 ± 0.68	7.15 ± 0.94	1.58	6.13	< 0.001
Total Score	34.27 ± 2.51	30.15 ± 2.87	4.12	5.94	< 0.01

of the movements. This sounds similar to the research conclusions of Xue et al. on the variety representation of martial arts culture, the vitality of martial arts culture is just where the various values of martial arts are co-existed, if the offensive and defensive nature of martial arts training is eliminated, then it can hardly be called as true martial arts education.

B. THE IMPACT OF TEACHING INNOVATION ON STUDENTS' CULTURAL IDENTITY

Cultural identity is one of the key indicators to measure the effectiveness of martial arts education. As shown in Table 2, the results of this study showed that after 16 weeks of teaching, the experimental group was significantly better than the control group in all the dimensions of cultural identity. In the dimensions of cognitive identity, the experimental group and the control group were 4.21 points and 3.58 points, respectively, the difference between the two groups is 0.63 points ($p < 0.01$). To the affective dimension of identity, the scores of the experimental and control groups were respectively 4.35 and 3.42 points, and the difference is 0.93 points ($P < 0.001$). In the behavioral tendency dimension the experimental group obtained 4.08 points and the control group obtained 3.27 points, that is, the difference is 0.81 points ($p < 0.01$). This result indicates that the multiple intelligences teaching model did not only promote the mastery of skills among the students but also very effective in strengthening the sense of identity and belongingness of the students to the martial arts culture.

In-depth examination of the data from the VR sub-experiment findings showed that digital immersive experiences have special value to strengthen cultural identity. As enclosed in Table 3, the total score of the VR group was 4.58 in cultural identity which was significantly higher than the non-VR group with 4.06 ($p < 0.05$). Particularly in the emotional identity dimension, the VR group had 4.72, 0.51 point higher scores than the non-VR group. Interview data was revealing of this difference and offered a qualitative explanation. One VR group student said, "I know when I put on the helmet and stood in the courtyard of Shaolin Temple watching the monks practice their martial arts, listening to the bells and chanting, I suddenly felt like I had traveled through time." At that time, I realized that martial arts is not about punching but a way of life." This type of embodied cultural experience is hard to accommodate for traditional classroom teaching.

However, the use of digital tools is also accompanied by the watchfulness of the risk of technological alienation.

Research by Santos et al has highlighted that online teaching can be detrimental in weakening the body awareness of learners. This study through SOFIT observation, found movement intensity of virtual environment (average 2.8 METs) of VRstur group students was significantly lower than non-virtual classroom (average 4.6 METs) movement intensity. This finding suggests that digital technology should not be a replacement for high-intensity physical training. The observed reduction in physical exertion (2.8 METs in VR vs. 4.6 METs in non-virtual settings) indicates that VR is currently optimized for cognitive and emotional immersion rather than physical conditioning. Consequently, VR should be strictly limited to the 'cultural introduction' or 'technical theory' phases of the curriculum, ensuring that the core physical demands of martial arts are maintained through traditional high-intensity practice. As Gao Yanan stressed in the interview, "The application of the modern technology should serve teaching effectiveness, not just the formalistic presentation."

TABLE 2. Comparison of post-test scores on martial arts culture identification between the experimental group and the control group

Awareness Dimension	Experimental group (n=108)	Control group (n=108)	Mean difference	t-value	p-value
Cognitive identification	4.21 ± 0.45	3.58 ± 0.62	0.63	4.82	< 0.01
Emotional identification	4.35 ± 0.38	3.42 ± 0.71	0.93	6.57	< 0.001
behavioral tendencies	4.08 ± 0.51	3.27 ± 0.68	0.81	5.36	< 0.01
Total Score	4.21 ± 0.39	3.42 ± 0.58	0.79	6.14	< 0.001

TABLE 3. Comparison of Cultural Identity Scores between VR Teaching Group and Non-VR Group

Awareness Dimension	VR group (n=15)	Non-VR group (n=15)	Mean difference	t-value	p-value
Cognitive identification	4.43 ± 0.32	4.15 ± 0.41	0.28	2.31	< 0.05
Emotional identification	4.72 ± 0.25	4.21 ± 0.38	0.51	4.85	< 0.001
behavioral tendencies	4.58 ± 0.30	4.12 ± 0.44	0.46	3.97	< 0.01
Total Score	4.58 ± 0.24	4.06 ± 0.36	0.52	5.02	< 0.01

C. EMPIRICAL ANALYSIS AND PATH OPTIMIZATION STRATEGIES FOR THE INHERITANCE DILEMMA

The survey data from this research also attests to the difficulties that the inheritance of traditional martial arts really experience. In the baseline survey of 216 participants, 68.5% of students perceived martial arts primarily through cinematic representations. While cinema serves as a powerful modern medium for cultural dissemination and initial engagement, this high percentage—when coupled with the fact that only 11.1% could name three traditional styles—suggests that media-driven awareness often lacks technical and historical depth. This aligns with the Heze Municipal CPPCC data, where 68% of respondents perceived martial arts as 'highly performative,' highlighting a shift from traditional combative application to modern visual consumption." Examples of the aging of inheritors are also present in the teacher sample of this study. Among the 32 participating teachers, the average age of folk martial arts practitioners was 58.7 years old, with 62.5% being over 60 years old, and 83% of the practitioners said that they did not find suitable young successors. This data is extremely consistent with the statistics issued by the Ministry of Culture and Tourism that the average age of the inheritance of intangible cultural heritage on the national level of martial arts is 68 years old. At the same time, the martial arts background of school martial arts teachers is generally weak. From the 24 school physical education teachers, only 8 had specific martial arts training experience and most teachers commenced their martial arts teaching careers after beginning their work with brief-term training. This teacher structure has the objective and concrete limitation in connecting the improvement of the quality of the martial arts education in the schools.

Based on the above findings, this study presents the following strategies to optimize inheritance path: Firstly, a collaborative education mechanism combining martial arts and intangible cultural heritage, should be set up. Based on the cooperation model of Nanjing Sport Institute and Nanjing Municipal Cultural Center, deep cooperation between academic resources of universities and public cultural services can be encouraged. Specifically, it is possible to set up a three-tiered training system of "classroom-exhibition

hall-community", i.e. at the classroom level, intangible cultural heritage inheritors can be invited to the campus to give specialized classes; at the exhibition hall level, students can join the martial arts cultural performances and explanations; at the community level, the students can be guided to undertake public martial arts teaching to the citizens. This mechanism, in addition to solving the problem "technique without cultural content" in school martial arts education, can also provide for folk martial arts practitioners a platform for inheritance and livelihood security.

Secondly, it is very urgent to encourage the standardization of the martial arts grading system and unify it with the schools. The modern day worldwide success of Taekwondo is largely attributable to the coherent grading system and standardized curriculum. While traditional martial arts include many schools, there are things that can be gleaned at the basic level of teaching to create a common standard of evaluation in grading. The practice at Sanya University shows that the introduction of the Chinese martial arts grading system into teaching in the classroom can be effective in motivating the students to progress their degrees. It is recommended that education and sports departments work together in consideration of labeling of martial arts grading in the comprehensive quality evaluation system of students in order to remove the institutional barriers between school martial arts education and informal grading certification.

Third, create a system of two-track assessment employing "culture and skills." Current Teaching Assessment of Martial Art in general tends to focus on teaching skills whereas it overlooks the aspect of culture, which objectively worsens the problem of decontextualization of martial arts education. Based on the finding of this study, it is suggested to expand the weight of cultural dimension in assessing dimension in which about martial arts etiquette practices, reading classical text and understanding the traditional philosophy needs to be added to the scope of assessment. For example, students might have to complete a martial arts culture research report, a martial arts ethics case analysis, or a defense of traditional health knowledge, using assessment to promote learning and direct students to dwell on in-depth, cultural connotations

other than skills training.

Fourth, explore technological pathways for the digital transmission of martial arts. Digital technology offers new possibilities for overcoming the challenges of inheritance. The "Digital Library" project, developed in collaboration with Tencent, uses VR/AR technology to recreate classic moves and establish digital archives for martial arts, enabling the permanent preservation of traditional martial arts in the cloud. The positive results of the VR sub-experiment in this study also confirm the application prospects of digital technology. It is recommended to launch a nationwide digital rescue project for martial arts, conducting motion capture and digital archiving for endangered styles, while simultaneously developing digital martial arts games and cultural films for teenagers, cultivating a fertile ground for the growth of martial arts culture in a way that is popular with the younger generation.

V. CONCLUSION

This study focuses on the challenges and innovative teaching methods faced by the inheritance of traditional martial arts in contemporary education, exploring new teaching models for these interconnected cultural heritages. By constructing a modern teaching model based on "cultural foundation + technological wings," this study systematically explores the empowering effects of multiple intelligences theory and digital technology on martial arts teaching. Using a quasi-experimental design, this study conducted a 16-week teaching intervention with 216 learners. Empirical results show that multiple intelligences teaching significantly improved students' movement quality, offensive and defensive awareness, and cultural identity, while virtual reality immersive technology demonstrated unique advantages in the emotional identity dimension. Based on this, this paper proposes inheritance optimization strategies such as a "dual-track assessment system," a "martial arts + intangible cultural heritage" education mechanism, and the construction of a standardized ranking system, providing theoretical and practical support for solving practical problems such as "technique without culture" and the interruption of knowledge transmission in martial arts education. However, this study still has some limitations: the experimental period was relatively short, making it difficult to observe the long-term stability of cultural identity; the sample was concentrated in three schools in Shandong Province, and the generalizability of the conclusions needs further verification; the training intensity of the VR teaching module was insufficient, suggesting that the application of this technology should be wary of the risk of "physical absence." Future research could extend the tracking period and expand the sample size across regions.

AUTHOR CONTRIBUTIONS

Lu Han designed, collected and analyzed the data, and drafted the manuscript. Lu Han conducted the study, critically revised the manuscript for important intellectual con-

tent, and gave final approval of the version to be published. Lu Han participated fully in the work, take public responsibility for appropriate portions of the content, and agreed to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

CONFLICTS OF INTEREST

The author declares no conflict of interest.

FUNDING

This research received no external funding.

ACKNOWLEDGEMENTS

Not applicable.

REFERENCES

- [1] M. S. Nazeer, R. Imran, M. Amin, et al., "An intelligent algorithm for evaluating martial arts teaching skills based on complex picture fuzzy Dombi aggregation operator," *Journal of Innovative Research in Mathematical and Computational Sciences*, vol. 3, no. 2, pp. 44-70, 2024, doi: 10.62270/jirmcs.v3i2.38.
- [2] A. A. Baiao Junior, M. P. V. Pereira, E. Duarte, et al., "Martial arts for children: difficulties in the teaching process from the coaches' perspectives," *Ido Movement for Culture. Journal of Martial Arts Anthropology*, vol. 24, no. 3, pp. 97-105, 2024, doi: 10.14589/ido.24.3.11.
- [3] I. Song, "A study on the teaching method of judo subjects as practical personality self-reflection and martial arts," *International Journal of Martial Arts*, vol. 7, no. 1, pp. 1-12, 2022, doi: 10.22471/martialarts.2022.7.1.01.
- [4] M. P. V. Pereira, A. Graca, and G. O. Farias, "A descriptive study for integrating a theoretical-conceptual framework for teaching martial arts," *Ido Movement for Culture. Journal of Martial Arts Anthropology*, vol. 24, no. 3, pp. 89-96, 2024, doi: 10.14589/ido.24.3.10.
- [5] P. T. My, "Introducing traditional vietnamese martial arts into teaching in universities," *Cadernos de Educação Tecnologia e Sociedade*, vol. 18, no. 4, pp. 1615-1627, 2025, doi: 10.14571/brajets.v18.n4.1615-1627.
- [6] B. Liu and P. Hongsaenyatham, "The Innovative Concept and Practice of College Martial Arts Teaching from the Perspective of Sports Power," *International Journal of Sociologies and Anthropologies Science Reviews*, vol. 3, no. 3, pp. 281-296, 2023, doi: 10.14456/jsasr.2023.54.
- [7] M. Santos, J. Martin, E. Mhico Sigua, et al., "Effects of Online Teaching on Perceived Physical Competence and Cultural Appreciation of the Philippine Martial Arts "Arnis"," *Ido Movement for Culture. Journal of Martial Arts Anthropology*, vol. 22, no. 5, pp. 48-54, 2022, doi: 10.14589/ido.22.5.3.
- [8] G. Zhou and Z. Xie, "Smart sports immersive martial arts teaching mode analysis," *IC-ITECHS*, vol. 5, no. 1, pp. 458-464, 2024, doi: 10.32664/ic-itech.v5i1.1616.
- [9] C. Xue, H. Bai, Y. Niu, et al., "The role of Wushu martial arts representation in the contemporary mass culture of the world," *Critical Arts*, vol. 37, no. 3, pp. 45-61, 2023, doi: 10.1080/02560046.2023.2255637.
- [10] Z. Lei and L. Yuanyuan, "On the Opportunity to Develop Chinese Martial Arts Culture," *Journal of Sociology and Ethnology*, vol. 5, no. 2, pp. 91-95, 2023, doi: 10.23977/jsoc.2023.050215.
- [11] W. Zhen, W. Zhao, Z. Yang, et al., "Transforming local chronicles into narrative maps: the case of Shaolin martial arts culture, China," *Journal of Maps*, vol. 22, no. 1, pp. 1-15, 2026, doi: 10.1080/17445647.2026.2626110.
- [12] Z. Yang and Z. Dong, "Martial Arts Culture in Medieval Europe: An Analysis Based on Martial Arts Manuscripts," *Journal of Chengdu Sport University*, vol. 50, no. 2, pp. 93-100, 2024, doi: 10.15942/j.jcsu.2024.02.011.
- [13] B. Wu, "Exploring the Multi-dimensional Communication Path of Emei Martial Arts Culture," *World Scientific Research Journal*, vol. 9, no. 11, pp. 160-166, 2023, doi: 10.6911/WSRJ.202311_9(11).0020.
- [14] A. Falatovics and K. Szikora, "Development of Japanese martial arts in Hungarian sport culture," *The International Journal of the History of Sport*, vol. 40, no. 5, pp. 436-458, 2023, doi: 10.1080/09523367.2023.2207476.