

Construction of Martial Arts Teaching and Education Path from the Perspective of Integration of Sports and Education

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ABSTRACT The integration of sports and education provides a strategic framework for coordinated development between physical training and cultural education. Chinese martial arts, as a carrier of traditional culture and ethnic sports, have important educational value in physical fitness, moral cultivation, cultural inheritance, willpower formation, and personality shaping. This study analyzes the coupling logic between sports-education integration and martial arts education, defines the concepts of martial arts teaching, martial arts ethics, and educational pathways, and constructs a comprehensive model that integrates physical exercise, moral education, cultural transmission, psychological shaping, and lifelong sport awareness. The study further examines current difficulties in martial arts teaching, including skill-oriented instruction, weak cultural interpretation, insufficient resource coordination, and superficial martial-ethics education. It proposes paths involving curriculum reconstruction, teacher collaboration, cultural immersion, competition practice, and family-school-community linkage. The framework supports future data-driven assessment of movement training and campus sports education using digital platforms and movement-sensing technologies.

INDEX TERMS martial arts teaching, sports-education integration, wu de education, educational path, movement sensing

I. INTRODUCTION

A. RESEARCH BACKGROUND AND SIGNIFICANCE

FROM the perspective of educational reality, contemporary teenagers generally have common problems such as declining physical health, weak stress resistance, weak willpower, lack of traditional cultural awareness, and lack of rule consciousness. Long term high-intensity cultural learning, fragmented entertainment methods, and a monotonous growth environment lead to an imbalance in the physical and mental development of adolescents. As a comprehensive discipline, martial arts teaching integrates physical techniques with philosophical grounding. It serves as a corrective tool for the physiological and psychological imbalances mentioned above by shifting the focus from sedentary learning to active, disciplined physical participation. This pedagogical approach provides a structured environment where the objective challenges of movement training naturally encounter the necessity for behavioral norms[1,2]. At the same time, in the context of cultural confidence construction, exploring the cultural connotations of martial arts and relying on martial arts teaching to carry out traditional cultural education have become important measures for colleges and universities to implement cultural education and cultivate patriotism[3].

In this context, based on the macro perspective of integrating sports and education, focusing on the educational essence of martial arts teaching, comprehensively sorting out the current development difficulties of martial arts teaching, scientifically constructing a comprehensive, implementable, and long-term educational path, solving the development problems of emphasizing skills over Taoism and emphasizing physical fitness over education, fully unleashing the diverse values of martial arts in strengthening physical fitness, cultivating morality, shaping the mind, and transmitting culture, has a strong sense of necessity and urgency in the times[4].

B. RESEARCH SIGNIFICANCE

Theoretical significance

This study is based on a new perspective of the integration of sports and education, combining traditional ethnic sports, education, moral education, and cultural studies. It defines the core connotation, value dimensions, and development logic of martial arts teaching and education, clarifies the inherent coupling relationship between sports and education integration and martial arts education, and fills the gap in the current systematic research on martial arts education paths in the context of sports and education

integration in academia[5]. At the same time, breaking through the single research perspective of traditional martial arts teaching research that focuses on technology and neglects culture, a theoretical framework for martial arts education that integrates “physical exercise+moral education cultivation+cultural inheritance+psychological shaping” is constructed, enriching the theoretical system of campus sports education, traditional sports inheritance, and integrated development of sports and education[6]. This provides theoretical references for the subsequent research on traditional ethnic sports projects (Tai Chi, Sanda, traditional health preservation, etc.), and promotes the coordinated improvement of campus sports theory and traditional cultural education theory[7].

1) Practical significance

On the one hand, it can promote the transformation of martial arts teaching in colleges and universities from “skill training” to “comprehensive education”, standardize the normalization of martial ethics education, etiquette education, and cultural education, and effectively improve the quality of martial arts teaching; On the other hand, it helps to improve the physical health status of young people, temper their perseverance and willingness to face difficulties, cultivate excellent virtues such as respect for etiquette, honesty and trustworthiness, and unity and mutual assistance, deepen their understanding and recognition of traditional Chinese martial arts culture, and enhance their national pride and cultural confidence[8]. In addition, by establishing a collaborative education mechanism between families, schools, and communities, we can break through the boundaries of campus martial arts education, promote the popularization and normalization of traditional martial arts culture, assist in the protection of intangible cultural heritage and the promotion of traditional culture, and achieve a win-win situation for the integration of sports and education policies, the improvement of campus sports quality, the inheritance of traditional culture, and the comprehensive development of young people[9,10].

C. RESEARCH STATUS

Influenced by Chinese martial arts culture, some East Asian countries have developed distinctive martial arts programs such as Taekwondo, Karate, and Aikido. Their teaching systems attach great importance to etiquette education, moral restraint, and spiritual cultivation, and have established an integrated teaching model of “technology+etiquette+morality”. The spiritual cultivation system of martial arts style is perfect. However, traditional sports and martial arts education abroad are based on local cultural backgrounds, with essential differences in values, cultural cores, and Chinese martial arts. Moreover, they lack the profound historical heritage and diverse cultural connotations of Chinese martial arts. The relevant educational models can only provide methods for reference and cannot be directly

applied to the teaching and education practice of Chinese campus martial arts.

II. CORE CONCEPTS AND THEORETICAL FOUNDATIONS

A. DEFINITION OF CORE CONCEPTS

Integration of Sports and Education

The integration of sports and education is the core strategic concept for the coordinated development of education and sports in China in the new era. It is guided by the principle of health, integrating the advantages of venues, teachers, events, resources, and policies of the education system and sports system, breaking down the traditional pattern of departmental barriers, resource segmentation, and development fragmentation, promoting the integrated development of campus sports teaching, extracurricular sports activities, extracurricular sports training, and sports competitions, and achieving a new development model of deep integration of cultural knowledge education and physical exercise, and coordinated development of popular sports and competitive sports[11].

The core connotation of the integration of sports and education includes two dimensions: first, surface integration, and second, namely, the sharing and interconnection of sports resources and educational resources, the entry of professional sports coaches into campuses, the opening of campus sports venues to the outside world, and the linkage between sports events and campus activities; The second is the deep integration of, and, that is, the unity of educational goals, empowering education with sports and supporting sports with education, giving full play to the comprehensive educational functions of sports in strengthening the body, cultivating morality, shaping the body, and nurturing the mind, correcting the one-sided educational concept of emphasizing intellectual education and neglecting sports, and promoting the coordinated and healthy development of the body and mind of young people[12]. The integration of sports and education is different from the traditional combination of sports and education. It focuses more on the essence of education and emphasizes the deep collaboration of the whole process, all aspects, and all staff. It is a key measure to implement moral education and promote the construction of a healthy China[13].

B. MARTIAL ARTS TEACHING

Martial arts teaching, under the framework of sports-education integration, evolves from a traditional master-apprentice transmission into a standardized pedagogical system. It functions as a structural bridge where traditional ethnic sports are re-engineered through modern educational objectives, ensuring that ancient methodologies are compatible with contemporary institutional quality standards and data-driven evaluation. The teaching content covers a variety of topics such as basic etiquette in martial arts, basic footwork and footwork, traditional routines, basic offensive and defensive skills, health preservation techniques,

and martial arts knowledge[14]. It covers multiple aspects such as classroom theoretical explanation, movement skill training, extracurricular practice expansion, and cultural knowledge popularization[15].

C. MARTIAL ARTS TEACHING AND EDUCATION

Martial arts teaching and education represent the concrete execution of the 'Integration' strategy within a specific sport discipline. It relies on the entire process of martial arts teaching to operationalize the macro goals of sports-education integration—such as improving physical fitness, cultivating moral qualities, and inheriting culture—through specialized curriculum teaching, after-school training, and competition activities[16]. Martial arts teaching and education have broken through the traditional teaching limitations of “skills only”, adhering to the principle of “emphasizing both martial arts and Taoism, and cultivating both internal and external skills”, achieving a diversified educational effect of “strengthening the body with martial arts, cultivating morality with martial arts, inspiring with martial arts, transmitting literature with martial arts, and practicing with martial arts”[17].

From the perspective of education, martial arts teaching includes two aspects: explicit education and implicit education. Explicit education relies on movement training, physical exercise, and rule learning to enhance students' athletic ability and rule awareness; Implicit education relies on the spirit of martial arts ethics, martial arts etiquette, historical allusions, and the deeds of masters, subtly shaping students' values and personal qualities. The two complement each other and together form a complete system of comprehensive martial arts education[18,19].

D. MARTIAL ARTS EDUCATION

Wu De is the core soul of Chinese martial arts, which is the sum of moral norms, codes of conduct, values, and spiritual pursuits formed by martial artists throughout history through long-term practice. It is an important branch of China's excellent traditional moral culture[20]. Traditional martial ethics are centered around “propriety, righteousness, benevolence, courage, trustworthiness, loyalty, and harmony”, emphasizing the importance of learning virtue before practicing martial arts, valuing virtue over martial arts, respecting teachers and valuing morality, being humble and tolerant, constantly striving for self-improvement, and acting bravely in the face of righteousness.

E. BASIC THEORETICAL SUPPORT

The core of collaborative education theory emphasizes breaking the development limitations of a single subject, integrating diverse education subjects, resources, and carriers, forming a collaborative force through division of labor, resource sharing, and complementary advantages, and enhancing the overall effectiveness of education. The integration of sports and education itself is a concrete practice of the collaborative education concept in the field of sports and

education, which requires the joint efforts of education departments, sports departments, colleges, teachers, families, and society.

Teaching and educating students in martial arts is not the sole task of physical education teachers. It requires collaboration from multiple parties, including physical education research groups, moral education departments, cultural teachers, inheritors of intangible cultural heritage of martial arts outside the school, families, and communities. The theory of collaborative education provides core logical support for the construction of an integrated martial arts education mechanism and the integration and utilization of physical and educational resources, relying on classroom, club, and competition linkage education within the school, and expanding the educational scene outside the school through intangible cultural heritage bases, martial arts venues, and traditional cultural activities.

The theory of cultural inheritance points out that the continuation and development of excellent traditional Chinese culture need to rely on educational carriers to achieve normalized popularization. Through classroom teaching, cultural immersion, and practical experience, intergenerational transmission and innovative development of culture can be achieved. Chinese martial arts have a development history of thousands of years, carrying national philosophy, traditional etiquette, aesthetic culture, and spiritual connotations, and are a living carrier of Chinese culture.

Campus is the core battlefield for the inheritance of traditional culture, and martial arts teaching is the most direct and effective way to inherit traditional martial arts culture. By integrating historical origins, school culture, martial ethics spirit, and traditional allusions into martial arts teaching, young people can systematically understand traditional martial arts culture, enhance cultural identity, and promote the dynamic inheritance of intangible cultural heritage martial arts projects. At the same time, combining the cognitive characteristics of young people in the new era, innovating the forms of martial arts culture dissemination, achieving innovative development of traditional culture, and meeting the requirements of cultural inheritance theory in the times.

The experiential learning theory emphasizes putting students at the core, breaking away from the traditional passive and indoctrination teaching mode, relying on practical experience, scene perception, and immersive participation, allowing students to acquire knowledge, hone abilities, perceive spirit, and shape cognition through hands-on practice. Martial arts is a highly practical sport, and simple theoretical explanations cannot achieve educational goals. It must rely on personal training, etiquette practice, competition experience, and teamwork to complete the learning process.

The theory of lifelong sports advocates the establishment of a lifelong exercise concept, the cultivation of normalized physical exercise habits, and the promotion of physical exercise throughout one's life, which is an important theoretical basis for the national health strategy. Martial arts movements

feature a highly hierarchical structure with scalable intensity levels, covering various forms ranging from low-impact health-preserving Tai Chi to high-intensity competitive routines and traditional combat. They are suitable for long-term practice by people of different ages and physical conditions, and have a natural advantage of lifelong promotion.

Under the background of integrating sports and education, martial arts teaching and education not only focus on improving the physical fitness and moral cultivation of young people, but also pay attention to cultivating students' interest and hobbies in traditional martial arts, mastering scientific exercise methods, understanding the concept of martial arts health preservation, helping students develop good habits of lifelong exercise, laying the foundation for lifelong healthy development, and conforming to the development goals of lifelong sports theory.

III. THE COUPLING LOGIC AND DIVERSE VALUES OF MARTIAL ARTS TEACHING AND EDUCATION FROM THE PERSPECTIVE OF INTEGRATING SPORTS AND EDUCATION

A. THE INHERENT COUPLING LOGIC BETWEEN THE INTEGRATION OF SPORTS AND EDUCATION AND THE CULTIVATION OF MARTIAL ARTS EDUCATION

1) Education goals are aligned and meet the needs of healthy development

The core goal of integrating sports and education is to implement the concept of health education, promote the physical and mental health and comprehensive development of young people, and solve growth problems such as weakened physical fitness, psychological fragility, and imbalanced literacy; The core goals of martial arts teaching and education are to strengthen physical fitness, cultivate moral character, sharpen willpower, and nurture culture, both of which are based on the fundamental starting point of improving the comprehensive literacy of young people. The integration of sports and education needs to rely on various characteristic sports projects to enrich the carrier of education. As a core project of traditional ethnic sports, martial arts can make up for the shortcomings of modern competitive sports culture in education and moral education; Martial arts teaching and education need to rely on policy support, resource integration, and mechanism innovation to break through development bottlenecks through the integration of sports and education. The goals of the two are highly unified, forming a virtuous relationship of two-way empowerment.

Complementary content system, enriching the connotation of campus education

Under the background of integrating sports and education, campus sports need to take into account the coordinated development of competitive sports, mass sports, and traditional sports, enrich the content and activity forms of physical education courses, and break the limitations of single courses such as running and ball games. Martial arts cover a diverse range of etiquette, routines, techniques,

culture, and history, which can enrich the campus physical education curriculum system and add traditional sports characteristics; At the same time, the integration of sports and education promotes the deep integration of moral education, cultural education, and physical education teaching, providing a policy environment and educational atmosphere for the normalized integration of martial arts education and cultural inheritance in martial arts teaching, freeing martial arts teaching from the limitations of pure skill training, and realizing the deep expansion of the content system.

Implement carrier interoperability to reduce the cost of integration implementation

The landing carriers of the integration of sports and education include diverse scenarios such as classroom teaching, extracurricular clubs, campus competitions, social practice, off campus bases, and home school linkage, and these carriers are also the core implementation scenarios of martial arts teaching and education. Regular physical education classes can incorporate basic martial arts content, after-school clubs can create distinctive martial arts teams, campus sports events can add martial arts competition projects, and off campus sports and education integration practice bases can carry out traditional martial arts learning activities. The two share the carrier of education, without the need to repeatedly build a new platform, which can effectively integrate venue, time, and human resources, reduce the implementation cost of the integration of martial arts education and physical education, and improve work efficiency.

B. MULTI CORE VALUES OF MARTIAL ARTS TEACHING AND EDUCATION FROM THE PERSPECTIVE OF INTEGRATING SPORTS AND EDUCATION

Value of Physical Education: Strengthen physical fitness and solidify the foundation of health

Compared to conventional sports, the intensity of martial arts is flexible and controllable, and the training difficulty can be adjusted according to different age groups and physical fitness of students, suitable for all stages of primary, secondary, and tertiary education. Long term systematic martial arts practice can comprehensively improve students' overall physical fitness such as speed, strength, flexibility, agility, and balance, prevent common health problems among young people such as myopia, obesity, and scoliosis, cultivate scientific exercise habits, implement the requirements of the national health strategy, and lay a solid physiological foundation for the lifelong healthy development of young people.

Moral Education Value: Infusing martial arts cultivation and shaping a sound personality

The fundamental task of integrating sports and education is to cultivate moral character, while martial arts education is the core moral advantage that distinguishes martial arts teaching from other sports. Chinese martial arts have been passed down for thousands of years, always adhering to the core principle of "cultivating morality before practicing martial arts". The complete etiquette system consists of fist

hugging etiquette, teacher-student etiquette, and rules of the same school. The martial ethics spirit of respecting teachers and valuing morality, humility and courtesy, honesty and trustworthiness, perseverance, self-improvement, and unity and cooperation contains rich moral education connotations.

In daily martial arts teaching, bowing with fists before class and thanking teachers after class can cultivate students' awareness of etiquette and rules; Collective routine training and group cooperation exercises guide students to learn tolerance, collaboration, and mutual assistance; High difficulty movement training and long-term boring basic exercises can hone students' resilience and perseverance; Explaining martial arts allusions and heroic deeds of ethnic martial arts, cultivating students' patriotism and sense of responsibility. Integrating martial arts education into the teaching process utilizes the 'etiquette-action' feedback loop to mitigate behavioral rigidity and individualistic biases. Through high-repetition collective drills and standardized interpersonal rituals (such as the fist-hugging salute), students are required to subordinate personal impulse to group synchronization and external norms, which systematically strengthens social adaptability and psychological grit.

IV. THE CURRENT SITUATION AND PRACTICAL DIFFICULTIES OF THE DEVELOPMENT OF MARTIAL ARTS TEACHING AND EDUCATION FROM THE PERSPECTIVE OF INTEGRATING SPORTS AND EDUCATION

A. OVERALL DEVELOPMENT STATUS OF MARTIAL ARTS TEACHING AND EDUCATION

1) Continuous policy support, expanding the scope of martial arts education popularization

With the continuous promotion of the integration strategy of sports and education and the project of martial arts entering schools, education departments and sports departments at all levels across the country have worked together to introduce implementation plans for martial arts teaching and support policies for traditional sports entering schools. It is explicitly required that primary and secondary schools add martial arts courses and universities improve the elective system for traditional sports. At present, most primary and secondary schools in China have incorporated martial arts into their regular physical education teaching content, with basic martial arts exercises and simplified routines as the main teaching forms; Major universities generally offer elective courses in public sports such as Tai Chi, traditional martial arts, and Sanda, and the coverage of martial arts clubs and interest groups continues to increase. Some martial arts hometowns and areas with traditional cultural characteristics have achieved full coverage of martial arts courses and normalized daily martial arts breaks. The overall popularity of martial arts teaching has greatly increased, laying the foundation for the implementation of martial arts education, as shown in Table 1.

TABLE 1. Current Status of Wushu Teaching and Education in Schools

Development Aspect	Specific Performance	Coverage Scope	Existing Deficiencies
Curriculum Popularization	Wushu is included in physical education courses in most primary and secondary schools, and public elective courses in universities	Wide	Single curriculum content and lack of stratification
Educational Concept	Awareness of moral education and cultural inheritance has initially awakened, and the concept of "integrating technique and morality" is gradually formed	Medium	Utilitarian tendency still exists, and the integration is superficial
Resource Integration	Cooperation between sports and education departments has initially taken shape, and social resources are partially introduced	Local	Insufficient resource sharing and imperfect coordination mechanism
Campus Atmosphere	Wushu clubs and cultural activities are carried out regularly, and the atmosphere is gradually optimized	Medium	Weak cultural infiltration and insufficient influence

2) The concept of educating people is gradually changing, and the awareness of cultivating martial arts virtues is awakening

Under the dual guidance of cultivating morality and integrating physical education, more and more colleges and physical education teachers are beginning to transform traditional teaching concepts, gradually realizing the core connotation of "emphasizing both martial arts and martial arts", and no longer focusing solely on motor skill training. Most martial arts classes in colleges and universities have normalized the integration of basic martial arts content such as fist hugging and classroom etiquette. Some characteristic colleges will combine martial arts allusions and heroic deeds to carry out brief moral education; The moral education department and campus culture construction department have begun to pay attention to the cultural and educational value of martial arts, regularly holding martial arts cultural festivals, traditional martial arts exhibitions, martial arts themed class meetings, and other activities. Martial arts education has slowly transformed from a single physical education to a combination of physical and moral education.

Various colleges and universities rely on campus bulletin boards, official account, short video platforms, and campus radio to promote traditional martial arts culture, martial arts spirit, and martial arts examples; Martial arts exercises and displays during breaks have become distinctive campus cultural landscapes in many schools; The normalization of activities such as martial arts club performances, festival martial arts exhibitions, and traditional culture festival martial arts displays has created a strong martial arts campus atmosphere. The channels for teenagers to come into contact with and learn about martial arts are constantly expanding, and their acceptance and interest in traditional martial arts have significantly increased, creating a good environment for the deep implementation of martial arts education.

B. OUTSTANDING PRACTICAL DIFFICULTIES IN MARTIAL ARTS TEACHING AND EDUCATION

1) Fragmented curriculum system, lack of scientific and hierarchical content design

The imperfect curriculum system is the primary dilemma in current martial arts teaching and education. Firstly, there is a serious homogenization of course content, with most

martial arts teaching in colleges and universities limited to simplifying Tai Chi, basic martial arts exercises, and simple routines. The content is single, dry, and outdated, with a serious lack of high-quality content such as offensive and defensive culture, health culture, school characteristics, and martial ethics allusions, which cannot meet the diverse learning needs of students; Secondly, there is a lack of hierarchical design in the school stage, with a discontinuity in the connection between martial arts courses in primary and secondary schools and universities. The teaching difficulty and interest of lower grades are too high, while the content of higher grades is repetitive and lacks depth. The hierarchical design of content does not take into account the physical and mental characteristics and cognitive laws of students of different age groups; Thirdly, there is an imbalance in the curriculum structure, with a serious mismatch between theoretical and practical courses. Over 90% of martial arts courses focus solely on practical training, with a very low proportion of theoretical content such as martial arts culture, martial ethics standards, and historical knowledge. Cultural education is completely marginalized; Fourthly, there is insufficient development of school-based curriculum, with most colleges and universities directly using unified and universal textbooks, without combining regional martial arts cultural characteristics and campus educational concepts to develop distinctive martial arts school-based curriculum, resulting in insufficient content adaptability.

2) Single and fixed teaching mode, formalized and superficial education methods

The current martial arts classroom teaching model is generally outdated and rigid, making it difficult to adapt to the requirements of integrating education and nurturing students, as well as the learning characteristics of young people in the new era. In terms of teaching methods, the vast majority of teachers use the indoctrination and mechanical teaching mode of "teacher demonstration collective imitation repeated practice action assessment", with insufficient use of interactive, experiential, situational, and gamified teaching methods. Classroom interest and attractiveness are weak, and students passively learn, making it difficult for them to actively appreciate the spirit of martial arts; In terms of integrating education, martial arts education and cultural education have become mere formalities, only staying at simple pre class salutes and verbal slogans, lacking scene based experiences, story based explanations, and regular infiltration. The integration of moral education is rigid and fragmented, unable to touch students' ideological cognition; In terms of teaching organization, large class teaching is common, and there are too many students in physical education classes. Teachers are unable to take into account individual differences, making it difficult to carry out hierarchical teaching and personalized guidance. The correction of movements is not in place, and the effectiveness of educating students is greatly reduced; Insufficient extension after class, martial arts teaching is limited to

within 45 minutes of class, and there is a lack of systematic guidance for extracurricular clubs, independent exercises, and practical expansion. Classroom education cannot be extended beyond the classroom.

3) One sided solidification of evaluation system and lack of scientific measurement of educational effectiveness

Assessment and evaluation are the guiding baton for teaching direction, and the current martial arts teaching evaluation system is seriously lagging behind the needs of integrating sports and education for education. Firstly, the evaluation content is one-sided, and the assessment indicators overly focus on skill indicators such as martial arts movement standards, routine completion, and physical fitness compliance rate. Comprehensive educational indicators such as martial ethics cultivation, etiquette norms, cultural cognition, learning attitude, willpower, and teamwork are completely lacking; Secondly, the evaluation method is single, mainly based on a one-time final assessment at the end of the semester, neglecting the process evaluation of classroom performance, daily exercises, practical participation, and growth and progress, resulting in one-sided evaluation results; Thirdly, the evaluation subject is single and only evaluated by physical education teachers in a one-way manner. There is a lack of self-evaluation, peer evaluation, and home school joint evaluation by students, and the objectivity of the evaluation is insufficient; Fourthly, there is a lack of evaluation feedback, and there is no targeted evaluation or improvement guidance after the assessment is completed. Evaluation is only used for grade judgment and cannot reverse the optimization of teaching and the improvement of student literacy. The one-sided evaluation system further exacerbates the teaching bias of emphasizing skills over morality.

C. DEEP CAUSE ANALYSIS OF DIFFICULTIES

Although the national level has introduced macro policies on the integration of sports and education and the introduction of martial arts into schools, the detailed implementation plans and supporting policies of local education and sports departments are not perfect, lacking targeted plans for martial arts teaching and education, teacher support policies, funding guarantee systems, and resource sharing rules. At the institutional level, there is a lack of top-level design for martial arts education, and martial arts ethics education and cultural inheritance have not been included in the martial arts teaching syllabus and talent cultivation plan. Curriculum reform, teaching innovation, and collaborative education lack institutional support; Departmental barriers still exist, with the Academic Affairs Office, Moral Education Office, Sports Group, and off campus sports institutions each performing their own duties, lacking a normalized collaborative work mechanism. The policy of integrating sports and education is difficult to translate into specific educational effectiveness, as shown in Table 2.

TABLE 2. Dilemmas and Root Causes of Wushu Teaching and Education

Existing Dilemmas	Specific Performance	Deep Root Causes	Impact Degree
Fragmented Curriculum System	Homogeneous content, unbalanced structure, and lack of stratification	Lack of top-level design and insufficient curriculum research and development	High
Single Teaching Mode	Inflexible teaching methods, formalized moral education, and insufficient interaction	Backward teaching concept and insufficient teacher training	High
Weak Teachers' Comprehensive Quality	Insufficient professional skills and lack of cultural literacy	Imperfect training mechanism and single teacher structure	Very High
Imperfect Evaluation System	One-sided evaluation content and single evaluation method	Utilitarian education concept and backward evaluation concept	Medium

The shortage of special funds is an important limiting factor for the development of martial arts education. Most universities do not have special funds for martial arts teaching, which cannot be used for the development of martial arts textbooks, teacher training, equipment procurement, event hosting, and cultural activities; Some primary and secondary schools, especially rural colleges, have rudimentary martial arts venues, lack of equipment, and lack professional practice mats, protective equipment, and martial arts props. Complex routines and collective training are difficult to carry out; Public physical education classes in universities are limited and venues are tight, which severely restricts the expansion of martial arts courses and after-school training. The lack of hardware facilities and funding directly restricts curriculum innovation, practical activities, and optimization of educational models.

In the context of modernization and information technology development, short videos, online games, and Western competitive sports culture dominate the extracurricular life of young people. The social dissemination of traditional martial arts culture is insufficient, and the public's understanding of martial arts is limited to film and television martial arts and competitive performances. Their understanding of the connotation, cultural value, and fitness function of martial arts is one-sided. At the social level, the atmosphere of traditional martial arts inheritance has weakened, and the social forces for the protection of intangible cultural heritage martial arts and the popularization of traditional martial arts are weak; There is a lack of traditional cultural education in family education, and parents lack awareness of martial arts and etiquette education, which makes it difficult for them to cooperate with campus martial arts education. There is a disconnect between campus martial arts education and the external growth environment, and martial arts education lacks good social and family support.

V. PRINCIPLES AND OVERALL FRAMEWORK FOR CONSTRUCTING THE PATH OF MARTIAL ARTS EDUCATION FROM THE PERSPECTIVE OF INTEGRATING SPORTS AND EDUCATION

A. CORE PRINCIPLES FOR BUILDING THE PATH OF MARTIAL ARTS TEACHING AND EDUCATION

The construction of this educational path is based on the practical teaching of martial arts at all levels of colleges and universities, adhering to problem oriented and practical oriented approaches, closely integrating the practical diffi-

culties of curriculum, teaching, faculty, mechanism, evaluation, etc. outlined in the previous section, and eliminating the design of empty and theoretical countermeasures. All path strategies take into account feasibility, implementation, and promotion, which are suitable for the implementation of high-quality urban universities, as well as the basic conditions of rural and weak universities; It includes both long-term reform plans and short-term optimization measures that can be quickly implemented to ensure that the education path can be truly applied to martial arts teaching practice, effectively solve practical problems, and enhance the effectiveness of education.

B. OVERALL FRAMEWORK OF MARTIAL ARTS TEACHING AND EDUCATION FROM THE PERSPECTIVE OF INTEGRATING SPORTS AND EDUCATION

In terms of integration dimensions, achieve the integration of sports and education, skills and moral education, on campus and off campus integration, traditional and contemporary integration, and the integration of the four major directions; In terms of operational logic, a closed-loop operating mode of "course teaching practice expansion cultural infiltration evaluation feedback optimization and improvement" is formed. The seven dimensions of the path are interrelated and complementary, which not only independently play a role in educating people, but also work together to form a joint force in educating people. It comprehensively covers the theoretical and practical scenarios before, during, and after martial arts teaching, both inside and outside the school, and constructs a new pattern of all-round, three-dimensional, and long-term martial arts education. It fully unleashes the comprehensive educational value of martial arts in strengthening the body, cultivating morality, inspiring, spreading culture, and nurturing the heart, and fully meets the requirements of the era of high-quality development of sports education integration.

VI. THE SPECIFIC CONSTRUCTION PATH OF MARTIAL ARTS TEACHING AND EDUCATION FROM THE PERSPECTIVE OF INTEGRATING SPORTS AND EDUCATION

A. REFACTORIZING THE LAYERED CURRICULUM SYSTEM AND CONSOLIDATING THE FOUNDATION OF MARTIAL ARTS EDUCATION

Integrating martial arts education into the implicit curriculum system on campus, relying on daily break time to popularize martial arts exercises for all staff, and realizing the normalization of daily martial arts exercise; Utilize morning reading and five minutes before class to recite famous martial arts sayings and share martial arts stories; Building a martial arts cultural corridor based on campus corridors, cultural walls, and playground fences, showcasing martial arts etiquette, famous anecdotes, and action illustrations; Integrating martial arts elements into campus art festivals, sports festivals, and traditional culture festivals, allowing martial arts culture to permeate every corner of the campus,

and achieving collaborative education between explicit and implicit courses.

B. INNOVATE DIVERSIFIED TEACHING MODES TO ENHANCE THE EFFECTIVENESS OF CLASSROOM EDUCATION

Breaking the limitations of a 45 minute classroom and building an integrated teaching model of “classroom teaching+post class expansion”. Complete basic movements and theoretical teaching in class, and conduct systematic advanced training through martial arts clubs and interest groups after class; Assign lightweight after-school martial arts homework, such as home martial arts check-in, reading martial arts stories, and making martial arts cultural handwritten reports; Encourage students to use their spare time to practice health exercises and basic routines independently, cultivate the habit of independent exercise, and extend martial arts education from the classroom to the classroom, and from the campus to the family, as shown in Table 3.

TABLE 3. Comparison of Traditional and Innovative Wushu Teaching Modes

Evaluation Dimension	Traditional Teaching Mode	Innovative Teaching Mode	Teaching Effect
Teaching Method	Teacher demonstration + collective imitation + repeated practice	Situational, gamified, hierarchical and information-based teaching	Innovative mode is more attractive and effective
Educational Focus	Focus only on skill training and physical fitness improvement	Integration of skill, morality, culture and psychology	Innovative mode achieves comprehensive education
Student Status	Passive learning and lack of initiative	Active participation and independent exploration	Innovative mode enhances students' learning enthusiasm
Teaching Extension	Limited to in-class teaching, no after-class extension	Linkage of in-class and after-class, campus and family	Innovative mode extends the education cycle

C. DEEPEN THE INFILTRATION OF MARTIAL ARTS CULTURE AND INHERIT THE SPIRIT OF TRADITIONAL MARTIAL ARTS

Based on the development needs of the times, creatively transform traditional martial arts, and construct a new era martial arts system that is suitable for contemporary youth. Retain the excellent traditional martial ethics core of respecting teachers and valuing morality, humility and courtesy, self-improvement, perseverance, honesty and trustworthiness, and abandon backward content such as feudal hierarchy and violent show of strength; By integrating socialist core values, combining collectivism, patriotism, rule of law, and green health concepts, we aim to form a new era of martial arts education that emphasizes “martial arts without violence, respecting morality and understanding tolerance, studying diligently and daring to strive, and being patriotic and responsible”. This will enable martial arts education to meet the needs of contemporary education.

D. STRENGTHEN THE CONSTRUCTION OF COMPOSITE TEACHERS AND BUILD A SOLID CORE SUPPORT FOR EDUCATION

Relying on the advantages of the policy of integrating sports and education, we will open up channels for teachers to communicate with each other both inside and outside the

school. Hire local inheritors of intangible cultural heritage martial arts, folk boxers, professional martial arts coaches, and graduates of martial arts majors from sports colleges to teach part-time on campus and guide club training; Establish long-term cooperation with local sports training institutions, martial arts associations, and competitive sports schools, and regularly arrange professional teachers to be stationed on campus to carry out characteristic courses and event guidance; Establish an off campus martial arts mentor database to achieve high-quality social teacher resource sharing and make up for the shortage of martial arts professional teachers on campus, as shown in Table 4.

TABLE 4. Implementation Path and Guarantee Measures of Wushu Teaching and Education

Implementation Path	Core Measures	Guarantee Measures	Expected Effect
Curriculum System Reconstruction	Stratified curriculum design, optimized content structure, and hidden curriculum development	Top-level design, curriculum research and development funds, and teaching materials support	Lay a solid foundation for Wushu education
Teaching Mode Innovation	Diversified teaching methods, standardized etiquette teaching, and in-class and after-class linkage	Teacher training, information teaching equipment, and teaching research support	Improve the effectiveness of classroom education
Teachers' Team Construction	In-school training, introduction of external resources, and teaching and research cooperation	Training funds, talent introduction policies, and incentive mechanisms	Build a composite teacher team
Evaluation Mechanism Reform	Diversified evaluation content, process evaluation, and multi-subject evaluation	Evaluation standards, feedback mechanisms, and assessment systems	Guide the healthy development of Wushu education

VII. CONCLUSION

This article is based on the strategic orientation of integrating sports and education and the fundamental task of cultivating morality and nurturing people. It systematically explores the internal logic, contemporary value, and practical difficulties of martial arts teaching and education from the perspective of integrating sports and education, and constructs a scientifically feasible path system for martial arts teaching and education. Research has shown that the integration of martial arts teaching and physical education is highly compatible in terms of educational goals, content systems, and implementation carriers. It has multiple values of cultivating physical fitness, moral character, heart, culture, and talent, and is an important carrier for implementing the integration of physical education, inheriting traditional martial arts, and promoting the comprehensive development of young people. The current martial arts teaching and education face challenges such as fragmented curriculum, single teaching mode, insufficient teacher quality, weak integration of martial arts ethics, imperfect collaboration mechanism, and one-sided evaluation. The root causes lie in the deviation of educational concepts, lagging top-level design, and insufficient resource guarantee. Based on this, this article constructs an integrated education path and supporting measures from seven dimensions: curriculum reconstruction, teaching innovation, cultural infiltration, teacher quality improvement, event empowerment, collaborative linkage, and evaluation reform. The research aims to break through the bottleneck of martial arts education development, enrich the integration of physical education and traditional ethnic sports education theory, provide prac-

tical reference for optimizing martial arts teaching and unleashing the comprehensive educational effectiveness of martial arts at all levels of colleges and universities, and assist in the inheritance of traditional martial arts culture and the physical and mental health development of young people.

AUTHOR CONTRIBUTIONS

Ye Li designed, collected and analyzed the data, and drafted the manuscript. Ye Li conducted the study, critically revised the manuscript for important intellectual content, and gave final approval of the version to be published. Ye Li 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.

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