



## The Development of Physical Education Curriculum Martial Arts Sports for the Nine Years Compulsory Education Stage of Guangdong Province

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### Abstract

**Background and Aim:** Based on the lack of existing teaching materials. The objective of this research was to construct the Wushu physical education curriculum in the nine-year compulsory education stage.

**Materials and Methods:** This study is a survey study. The population samples of this study are five nine-year compulsory education schools in Guangdong Province, namely Bayi Experimental School in Guangzhou, Xiaode School in Baoan District, Shenzhen, Zhongte Wenwu School in Zhuhai, Affiliated School of Foshan No. 4 Middle School, and Shantou Jinhua Overseas Chinese Pilot School. There are 369 students, 21 teachers, and 23 experts in the field of martial arts.

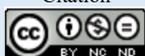
**Results:** 1) The selection of martial arts teaching content in the teacher's book of the Cantonese Education Edition is better than that of the People's Education Edition, but there are still lack of martial arts etiquette content, lack of boxing characteristics, too single theoretical content, insufficient evaluation content and content system issues still need to be improved; 2) During the implementation of teaching, there are problems such as the teaching content in the teacher's book cannot meet the needs of the class hours, the difficulty of the teaching content is not appropriate, and the sequence of the teaching content is not properly arranged, which leads to certain influences on the selection of the actual teaching content by teachers; 3) In the actual teaching implementation, teachers should make full use of lesson preparation resources in the setting of teaching content, deeply understand the new curriculum standards; they should fully analyze the academic situation, and consider the sensitive period of students' physical fitness and students' psychology. The characteristics and learning basis; should fully reflect the integrity of the content, rationally set the theoretical content, and appropriately increase the traditional boxing types, to make the teaching content system more complete.

**Conclusion:** In the first stage of the level, the study of theoretical knowledge such as martial arts is added. The second stage of the level emphasizes the connection between the past and the next. For the consolidation and improvement of the content of the previous stage, the practice of prescribed routines is added to strengthen the basic skills exercises. Level three adds to the learning of martial arts equipment. The fourth stage of the level enriches the theoretical knowledge and increases the practice of characteristic boxing and equipment at the level of movement technology.

**Keywords:** Martial Arts; Curriculum System; Compulsory Education

### Introduction

Wushu is the essence of Chinese traditional culture and an important part of Chinese national culture. Wushu is deeply loved by the public for its unique cultural connotation, technical characteristics, and philosophical thoughts. Wushu integrates physical fitness, defense against foreign enemies, aesthetic appreciation, and self-cultivation. Wushu is not only a sport but also contains certain philosophical thoughts and cultural heritage (Chai, 2021). Young people, as talents in the new era and disseminators and inheritors of excellent traditional Chinese culture, have a high enthusiasm for learning martial arts courses. At present, under the call of the country to "enter martial arts into campuses", martial arts courses are also widely promoted in the compulsory education stage (Chen, 2004). However, since the failure of the "Martial Arts Project" to enter the Olympic Games in 2008, the country's publicity and promotion of martial arts culture have been weak, and groups who love martial arts have gradually lost, and the development of martial arts events has encountered difficulties. Against this background, martial arts courses in the compulsory education stage also have many problems such as boring teaching content, single teaching methods, and a lack of teachers. Students have insufficient knowledge of martial arts and martial arts culture, which creates an embarrassing situation where students like martial arts programs but dislike martial arts courses. At present, martial arts courses





cannot achieve the expected educational goals, nor can they fulfill the internal requirements of the party and the state to encourage young people to learn traditional culture and cultivate self-confidence in national culture (Chen, Geng & Lu, 2022).

Martial arts are an important part of the physical education curriculum in the compulsory education stage. Under the guidance of the new curriculum standards, martial arts teaching faces problems in the development of physical education classes, which affects the development of physical education classes and the achievement of curriculum goals. Through the review of research literature on the implementation of Wushu project teaching in Guangdong Province in recent years, some studies have pointed out that the current textbooks in Guangdong Province have relatively single content, unsuitable content difficulty, unsuitable richness of teaching content, and insufficient learning interest of students. Higher phenomenon. This kind of phenomenon will make students learn martial arts not systematically enough and without continuity, resulting in poor learning effect, and eventually gradually lose interest in learning martial arts. This is contrary to our original intention of setting martial arts content in the classroom, so we must arouse our thinking and attention to the curriculum setting of martial arts in the compulsory education stage.

### Objectives

To develop a physical education curriculum for martial arts sports for the nine-year compulsory education stage of Guangdong Province.

### Literature Review

Wushu is a unique national traditional sport. In the school education curriculum system, Wushu courses are successively called Guoshu, Wushu, and national traditional physical education. The different names correspond to the understanding of martial arts courses in different eras and also indicate the different expectations for the goals of martial arts courses in different eras. Guoshu Curriculum Model Before the founding of New China, facing the domestic environment of internal and external troubles, the main goal of martial arts courses was to cultivate students' martial arts spirit. Cai Yuanpei, Hu Shi, Zhang Zhijiang, and others in this era are based on this point of view and strive to promote martial arts in school classrooms. After the founding of New China, with the change of the national education system, the Guoshu class was renamed the Wushu class. Wushu is a subsidiary item of sports, and Wushu course is a "lower" course of physical education. The goal of the Wushu course follows the goal of physical education. The main purpose is to cultivate students' strong physiques, and this goal has dominated the development of school martial arts for a long time. With the country's emphasis on traditional culture, martial arts courses were merged with martial arts courses for some time, as an important course to cultivate national spirit and stimulate students' patriotic enthusiasm. In particular, on April 3, 2004, the Central Propaganda Department and the Ministry of Education jointly promulgated the "Implementation Outline for Carrying forward and Cultivating the National Spirit in Primary and Secondary Schools", pointing out that physical education classes should add appropriate content such as Chinese martial arts, and increase the proportion of martial arts classes, directly Wushu is positioned as an important carrier to promote and cultivate the national spirit. At the Eighth Sports Science Conference held in Beijing in October 2007, the members of the Wushu Branch agreed that "Wushu research will stand at the height of "Chinese learning" and undertake the important task of revitalizing national sports culture, which established that Wushu courses are different from sports. The essential attributes of the course. However, in the years of development, the goal of the Wushu course has changed many times in line with the needs of the times, but the content of the Wushu course has rarely changed. The disconnection between the goal of the course and the content of the course limits the value of the Wushu course. To a large extent, the curricular goals of martial arts courses are reduced to empty talk.

Martial arts teaching content lacks emphasis on technology neglects culture, and is out of touch with teaching objectives.

"What to teach" in Wushu has always puzzled Wushu researchers. In terms of the goals of Wushu





education, people have different goals and expectations for Wushu courses than other physical education courses. The content of Wushu courses must be able to achieve the goals of Wushu courses. There are debates on the teaching content between the traditional route and the competitive route. Due to its political advantages, competitive martial arts are outstanding in primary and secondary school martial arts education, but many traditional cultures have been lost during the development of competitive martial arts. It is impossible to rely on competitive martial arts to achieve the goal of inheriting traditional culture and cultivating patriotic enthusiasm. Updating is imperative (Jia,2021). In response to this situation, some scholars have put forward suggestions such as returning to diversity and returning to traditional boxing. However, the curriculum is a scientific knowledge system, and the way for traditional martial arts to enter schools still needs to be scientifically explored by the curriculum construction theory, and the content of the curriculum, evaluation The establishment of such standards is a long process. With the increasing call for traditional martial arts to enter the campus, and some schools have carried out pilot projects, the first step in reforming the content of martial arts classrooms has been taken, but this is simply an attempt with technology as the main content. How to systematically integrate traditional martial arts There is still a long way to go for the introduction of martial arts classes in primary and secondary schools.

The content of martial arts courses was originally stipulated by the state. In 1987, the state promulgated the "Syllabus of Physical Education for Primary and Secondary Schools". One of them." In the "Physical Education Syllabus for Primary and Secondary Schools" revised in 1988, in addition to stipulating the basic martial arts skills, basic movements, combined movements, routines, and offensive and defensive movements, the teaching content of martial arts added "Wu Qin Xi" and "Ba Duan Jin". In 2000, the Ministry of Education promulgated the "Syllabus of Physical Education and Health Education" for full-time primary schools, junior middle schools, and senior middle schools, which included self-compiled and self-selected routines, short sticks and other equipment routines (Tang&Tang,2011). The current "Physical Education and Health Curriculum Standards" stipulates that martial arts classes should start from the third grade of primary school. There are relatively broad regulations in the Physical Education and Health Curriculum Standards, such as: "simple combination movements of martial arts, simple martial arts routines, one or two sets of martial arts routines or pair training" and so on.

Teaching content is the main component of teaching activities. In the implementation of teaching activities, teachers need to pass on teaching content to students, and a certain teaching goal has been achieved. Therefore, the choice of teaching content is the key link in teacher preparation. Teachers On the premise of fully understanding the curriculum objectives and teaching objectives, we should choose effective content that can enable students to achieve their goals, and then process, organize, and integrate them into formal teaching content, and teach them to students in the classroom. It can be seen that in this link, teachers must realize the importance of this work, and should realize the series of work chains from planning to implementation of the course. Only by doing all the work in the work chain well can they be better completed Teaching.

Wang Yiqun and Lu Yu clarified the composition of martial arts teaching content in the "Content Design of Martial Arts Teaching Materials for Primary and Secondary Schools in my country" based on the physical health curriculum standards for primary and secondary schools, analyzed and routinely analyzed the historical evolution of martial arts teaching content, and based on their own teaching experience, The principles and laws that should be followed in the design of martial arts teaching content are proposed (Wang&Lu,2008). The logic of the research is relatively clear. Under the guidance of the curriculum standards, the content of martial arts is carefully analyzed, but it lacks scientific in the combination of its own teaching experience. If more empirical methods such as expert interviews can be used, the results will be better. more convincing. At the same time, the design of martial arts teaching content should fully consider the actual situation and should be grasped dynamically, not blindly pursuing what students should master, but what content students can learn based on the early stage through teaching.

Luo Yuandong, Li Haiying, and others talked about the importance of martial arts teaching content





in "A Preliminary Study on the Systematic Study of School Wushu Teaching Content". The research believes that martial arts teaching content should be regarded as an organic whole, not only the content of each stage but also the cohesion of the content of each stage makes it an organic whole of the system. In addition, the paper also expounds on the existing problems and influencing factors in the current school martial arts teaching, analyzes them, and puts forward more targeted suggestions (Luo, Li & Zhu, 2010). This study quite agrees with the point of view in the literature that emphasizes systemic teaching content. Therefore, in the setting of teaching content, not only should the content of each stage be selected, but also according to certain principles and rules, be student-centered, and the content of each stage is arranged into an organic whole, paying attention to the cohesion among them.

In fact, in the design of the entire teaching content, what problems currently exist should be another key content we care about. The following literature summarizes the problems existing in the selection of martial arts teaching content.

Qu Zonghu and Yang Wenxuan pointed out in "School Physical Education Development Trends and Countermeasures" that the current martial arts teaching content in primary school physical education classes in my country is mainly based on basic skills and basic movements. Apart from this, there is no other content, and the content is lacking in diversity (Qu, 1991). Primary school martial arts teaching focuses on laying the foundation, but only basic skills and basic movements of martial arts will inevitably lead to low learning interest in students. In the selection of teaching content, more attention should be paid to the diversity, continuity, and interest of the content. As an elementary school course, due to the particularity of the teaching objects, the content selection must focus on fun, to actively mobilize the enthusiasm of students to participate to achieve the established goals of the course. These issues are also the focus of this study. Through the interpretation of the curriculum standards, the clarification of the guiding opinions for the development of the curriculum, and then starting from the current status of the curriculum implementation, an empirical investigation is carried out to reflect the main problems in the content setting of martial arts in the physical education curriculum of primary schools, and to propose reasonable solutions.

Through the collation and analysis of the literature, it is found that there is still room for improvement in the existing teaching content. This paper will construct a martial arts curriculum based on the problems found.

### Conceptual Framework

The conceptual framework shows this paper's dependent variables, independent variables, and research process.

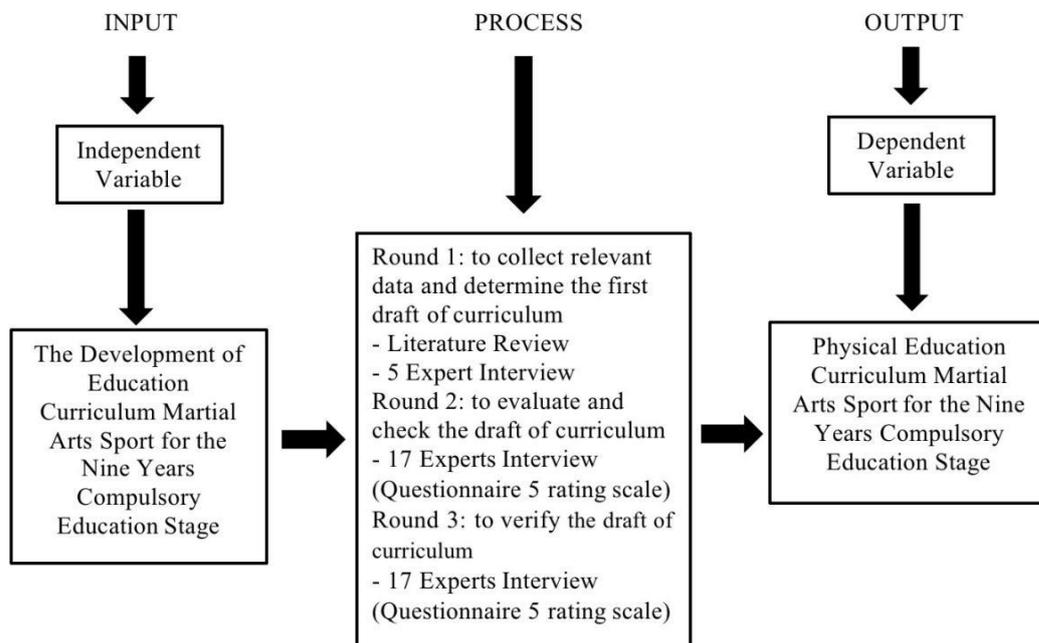


Figure 1: Conceptual framework of the research

## Methodology

### Research Tools

This study belongs to the survey category. Mainly adopt the method of literature, questionnaire survey, expert interview, mathematical statistics, and case study to study the construction of the Wushu curriculum in the nine-year compulsory education stage in Guangdong Province.

### Population and Sample

The research object of this study is the development of a martial arts curriculum in the nine-year compulsory education stage in Guangdong Province. The survey objects are experts, school leaders, related physical education teachers, and students of martial arts projects in Guangdong Province.

To facilitate research and investigation, five nine-year compulsory education schools were selected for this study, namely Bayi Experimental School in Guangzhou, Xiaode School in Baoan District, Shenzhen, Zhongte Wenwu School in Zhuhai, School Affiliated to Foshan No. 4 Middle School, and Jinhua Overseas Chinese in Shantou. Experimental school.

### Data Collection and Analysis

This paper considers the reliability and validity of the various factors involved in the questionnaire when making the questionnaire. Package software can provide a scientific and objective basis for a series of work such as sampling, investigation, analysis, and conclusion of the questionnaire. The questionnaire belongs to the current situation survey questionnaire, which has high requirements for the content validity and structural validity of the questionnaire and can also provide numerical references for the revision of the questionnaire.

## Results

Based on survey results and interviews with experts in the field of martial arts, this study identified gaps in teaching today, with the following findings:

1) The selection of martial arts teaching content in the teacher's book of the Cantonese Education Edition is better than that of the People's Education Edition, but there are still lack of martial arts etiquette content, lack of boxing characteristics, too single theoretical content, insufficient evaluation content and content system issues still need to be improved; 2) During the implementation of teaching,



there are problems such as the teaching content in the teacher's book cannot meet the needs of the class hours, the difficulty of the teaching content is not appropriate, and the sequence of the teaching content is not properly arranged, which leads to certain influences on the selection of the actual teaching content by teachers; 3) In the actual teaching implementation, teachers should make full use of lesson preparation resources in the setting of teaching content, deeply understand the new curriculum standards; they should fully analyze the academic situation, and consider the sensitive period of students' physical fitness and students' psychology. The characteristics and learning basis; should fully reflect the integrity of the content, rationally set the theoretical content, and appropriately increase the traditional boxing types, to make the teaching content system more complete.

Therefore, the specific implementation method of martial arts teaching content in the compulsory education stage under the background of the new curriculum standard is designed, to help front-line teachers to better carry out teaching work.

Table 1 Teaching design of first-grade martial arts course

Grade	Contents
First grade	<p>The fist clasping ceremony (four fingers of the left palm are close together and stretched out) indicates that the "four educations" of morality, intelligence, physique, and beauty are complete, symbolizing noble sentiments. The thumb of the left hand is bent and buckled inwards, which means that you are not arrogant or proud. Clenched fists in the right hand indicate brave martial arts. Covering the right fist with the palm and hugging each other means "courage does not cause chaos" and "wu does not violate the prohibition", to restrain and control the meaning of bravery.)</p> <p>Warm-up activities: leg press (positive leg press, lateral leg press) Shoulder pressure (positive shoulder pressure, reverse shoulder pressure)</p> <p>Learning: arm swing, head swing, knee lift Basic martial arts hand shapes (fist, palm, hook) and punching, pushing palm Basic martial arts stance (lung stance, horse stance, servant stance, virtual stance, resting stance) Basic martial arts kicks (forward kick, side kick, inside kick, swing leg, bouncing kick, kick, side kick) Basic routines of martial arts: Wubuquan</p> <p>Course evaluation: use the evaluation methods of teacher evaluation of students, students' evaluation of teachers, parents' evaluation of teachers, mutual evaluation of teachers, mutual evaluation of students, etc. to conduct cross-feedback on the teaching effect.</p>





Table 2 Teaching design of the second-grade martial arts course

Grade	Contents
Second grade	<p>Warm-up activities: leg press (positive leg press, lateral leg press)</p> <p>Shoulder pressure (positive shoulder pressure, reverse shoulder pressure)</p> <p>Review: arm swing, head swing, knee lift</p> <p>Basic martial arts hand shapes (fist, palm, hook) and punching, pushing palm</p> <p>Basic martial arts stance (lung stance, horse stance, servant stance, virtual stance, resting stance)</p> <p>Basic martial arts kicks (forward kick, side kick, inside kick, swing leg, bouncing kick, kick, side kick)</p> <p>Basic routines of martial arts: Wubuquan</p> <p>Learning: basic martial arts legwork (sweeping forward, sweeping backward)</p> <p>Basic movements of martial arts (Oolong strike, swinging arms and smashing punches, single kicking feet, turning from horse stance to lunge and punching punches)</p> <p>Elementary Wushu Routine: Yilu Changquan</p> <p>Course evaluation: use the evaluation methods of teacher evaluation of students, students' evaluation of teachers, parents' evaluation of teachers, mutual evaluation of teachers, mutual evaluation of students, etc. to conduct cross-feedback on the teaching effect.</p>

Table 3 Teaching design of the third-grade martial arts course

Grade	Contents
Third grade	<p>Warm-up activities: leg press (positive leg press, lateral leg press)</p> <p>Shoulder pressure (positive shoulder pressure, reverse shoulder pressure)</p> <p>Review: basic martial arts kicks (forward kick, side kick, inner leg, outer leg swing, bounce kick, kick, side kick, forward kick, back kick)</p> <p>Basic movements of martial arts (Oolong strike, swinging arms and smashing punches, single kicking</p>



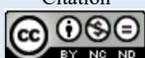
Grade	Contents
	<p>feet, turning from horse stance to lunge and punching punches)</p> <p>Basic routines of martial arts: Wubuquan</p> <p>Elementary Wushu Routine: Yilu Changquan</p> <p>Learning: Elementary Wushu Routine: Erlu Changquan</p> <p>Course evaluation: use the evaluation methods of teacher evaluation of students, students' evaluation of teachers, parents' evaluation of teachers, mutual evaluation of teachers, mutual evaluation of students, etc. to conduct cross-feedback on the teaching effect.</p>

Table 4 Teaching design of the fourth-grade martial arts course

Grade	Contents
Fourth grade	<p>Warm-up activities: leg press (positive leg press, lateral leg press)</p> <p>Shoulder pressure (positive shoulder pressure, reverse shoulder pressure)</p> <p>Review: basic martial arts kicks (forward kick, side kick, inner leg, outer leg swing, bounce kick, kick, side kick, forward kick, back kick)</p> <p>Basic movements of martial arts (Oolong strike, swinging arms and smashing punches, single kicking feet, turning from horse stance to lunge and punching punches)</p> <p>Basic routines of martial arts: Wubuquan</p> <p>Wushu elementary routines: Yilu Changquan, Erlu Changquan</p> <p>Learning: Elementary Wushu Routine: Sanlu Changquan</p> <p>Course evaluation: use the evaluation methods of teacher evaluation of students, students' evaluation of teachers, parents' evaluation of teachers, mutual evaluation of teachers, mutual evaluation of students, etc. to conduct cross-feedback on the teaching effect.</p>

Table 5 Teaching design of the fifth-grade martial arts course

Grade	Contents
	<p>Warm-up activities: leg press (positive leg press, lateral leg press)</p> <p>Shoulder pressure (positive shoulder pressure, reverse</p>

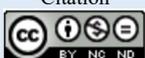




Grade	Contents
Fifth grade	<p>shoulder pressure)</p> <p>Review: basic martial arts kicks (forward kick, side kick, inner leg, outer leg swing, bounce kick, kick, side kick, forward kick, back kick)</p> <p>Basic movements of martial arts (Oolong strike, swinging arms and smashing punches, single kicking feet, turning from horse stance to lunge and punching punches)</p> <p>Basic routines of martial arts: Wubuquan</p> <p>Martial arts elementary routines: Yilu Changquan, Erlu Changquan, Sanlu Changquan</p> <p>Learning: short martial arts equipment (knife, sword) basic movements: (knife: head-wrapping knife, brain-wrapping knife, piercing knife, lifting knife, intercepting knife, blocking knife, chopping knife, spatula, knife flower; sword: stabbing sword, splitting sword, lifting sword, hanging sword, cloud sword, pointing sword, collapsing sword, cutting sword)</p> <p>Elementary routines of martial arts with short weapons: elementary knife skills, elementary fencing</p> <p>Course evaluation: use the evaluation methods of teacher evaluation of students, students' evaluation of teachers, parents' evaluation of teachers, mutual evaluation of teachers, mutual evaluation of students, etc. to conduct cross-feedback on the teaching effect.</p>

Table 6 Teaching design of the sixth-grade martial arts course

Grade	Contents
Sixth grade	<p>Warm-up activities: leg press (positive leg press, lateral leg press)</p> <p>Shoulder pressure (positive shoulder pressure, reverse shoulder pressure)</p> <p>Review: basic martial arts kicks (forward kick, side kick, inner leg, outer leg swing, bounce kick, kick, side kick, forward kick, back kick)</p> <p>Basic movements of martial arts (Oolong strike, swinging arms and smashing punches, single kicking feet, turning from horse stance to lunge and punching punches)</p> <p>Basic routines of martial arts: Wubuquan</p>

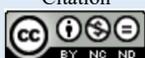




Grade	Contents
	<p>Primary routines of martial arts: Yilu Changquan, Erlu Changquan, Sanlu Changquan, elementary knife skills, elementary swordsmanship</p> <p>Learning: Martial arts long equipment (sticks, guns) Basic movements: (sticks: poking sticks, sweeping sticks, swinging sticks, poking sticks, splitting sticks, dancing flower sticks, lifting flower sticks, pointing sticks, falling sticks; guns: blocking guns, Take the gun, stick the gun, split the gun, collapse the gun, dance the flower gun, point the gun, drop the gun)</p> <p>Elementary routines of martial arts with long equipment: elementary cudgel, elementary gun</p> <p>Course evaluation: use the evaluation methods of teacher evaluation of students, students' evaluation of teachers, parents' evaluation of teachers, mutual evaluation of teachers, mutual evaluation of students, etc. to conduct cross-feedback on the teaching effect.</p>

Table 7 Teaching design of the junior high school first-grade martial arts course

Grade	Contents
Junior high school first-grade	<p>Warm-up activities: leg press (positive leg press, lateral leg press)</p> <p>Shoulder pressure (positive shoulder pressure, reverse shoulder pressure)</p> <p>Review: basic martial arts kicks (forward kick, side kick, inner leg, outer leg swing, bounce kick, kick, side kick, forward kick, back kick)</p> <p>Basic movements of martial arts (Oolong strike, swinging arms and smashing punches, single kicking feet, turning from horse stance to lunge and punching punches)</p> <p>Learning: basic martial arts footwork: arc step, strike step</p> <p>Martial Arts Difficulty: (flying kick, swinging lotus, whirlwind kick, cartwheel)</p> <p>Martial arts routines: juvenile prescribed boxing; traditional southern boxing; traditional northern boxing</p> <p>(Note: Teachers of the above martial arts routines can choose to learn according to student's interests, and join the theoretical study of the traditional projects learned)</p>





Grade	Contents
	Course evaluation: use the evaluation methods of teacher evaluation of students, students' evaluation of teachers, parents' evaluation of teachers, mutual evaluation of teachers, mutual evaluation of students, etc. to conduct cross-feedback on the teaching effect.

Table 8 Teaching design of the junior high school sophomore martial arts course

Grade	Contents
Junior high school sophomore	<p>Warm-up activities: leg press (positive leg press, lateral leg press)</p> <p>Shoulder pressure (positive shoulder pressure, reverse shoulder pressure)</p> <p>Review: Basic martial arts kicks (forward kick, side kick, inner leg, outer leg swing, flick kick, kick, side kick, front sweep, back sweep)</p> <p>Basic movements of short martial arts equipment (knife, sword): (knife: head-wrapping knife, brain-wrapping knife, piercing knife, lifting knife, intercepting knife, blocking knife, chopping knife, spatula, knife flower; sword: stabbing sword, splitting sword, Lifting Sword, Hanging Sword, Cloud Sword, Pointing Sword, Collapsing Sword, Cutting Sword)</p> <p>Martial Arts Difficulty: (flying kick, swinging lotus, whirlwind kick, cartwheel)</p> <p>Martial Arts Routine: Boxing learned in the last school year</p> <p>Learning: Wushu short weapon routines: optional knife technique, optional fencing technique, traditional short weapon, traditional soft weapon</p> <p>(Note: Teachers of the above martial arts routines can choose to learn according to student's interests, and join the theoretical study of the traditional projects learned)</p> <p>Course evaluation: use the evaluation methods of teacher evaluation of students, students' evaluation of teachers, parents' evaluation of teachers, mutual evaluation of teachers, mutual evaluation of students, etc. to conduct cross-feedback on the teaching effect.</p>

Table 9 Teaching design of the junior high school third-grade martial arts course





Grade	Contents
Junior high school third-grade	<p>Warm-up activities: leg press (positive leg press, lateral leg press)</p> <p>Shoulder pressure (positive shoulder pressure, reverse shoulder pressure)</p> <p>Review: basic martial arts kicks (forward kick, side kick, inner leg, outer leg swing, bounce kick, kick, side kick, forward kick, back kick)</p> <p>Basic movements of long martial arts equipment (sticks, guns): (Sticks: poking sticks, sweeping sticks, swinging sticks, poking sticks, splitting sticks, dancing flower sticks, lifting flower sticks, pointing sticks, throwing sticks; guns: blocking guns, holding guns, piercing gun, splitting gun, collapsing gun, dancing flower gun, pointing gun, falling gun)</p> <p>Martial Arts Difficulty: (flying kick, swinging lotus, whirlwind kick, cartwheel)</p> <p>Martial arts routines: The routines learned in the first and second grades</p> <p>Learning: Wushu long weapon routines: optional stick technique, optional spear technique, traditional long weapon, traditional double weapon</p> <p>(Note: Teachers of the above martial arts routines can choose to learn according to student's interests, and join the theoretical study of the traditional projects learned)</p> <p>Course evaluation: use the evaluation methods of teacher evaluation of students, students' evaluation of teachers, parents' evaluation of teachers, mutual evaluation of teachers, mutual evaluation of students, etc. to conduct cross-feedback on the teaching effect.</p>

## Conclusion

In the first stage of the level, the study of theoretical knowledge such as martial arts are added. The second stage of the level emphasizes the connection between the past and the next. For the consolidation and improvement of the content of the previous stage, the practice of prescribed routines is added to strengthen the basic skills exercises. Level three adds to the learning of martial arts equipment. The fourth stage of the level enriches the theoretical knowledge and increases the practice of characteristic boxing and equipment at the level of movement technology.



## Discussion

In recent years, the country has vigorously advocated the promotion of traditional culture. Wushu, as an important carrier of traditional Chinese sports culture, can not only improve students' physical fitness but also integrate patriotism and national spirit education in the process. Schools are also paying more and more attention to the development and implementation of martial arts content in their schools. This is consistent with what Fang Yilong and Lu Yu pointed out in "Research on the Reform and Reconstruction of Wushu Textbooks for Primary and Secondary Schools in my country": the existing Wushu textbooks do not have enough educational value in cultivating the traditional spirit of the nation and digging deep into the cultural connotation of Wushu (Fang&Lu,2009).

In education and teaching, school teachers carefully study the teaching materials and actively hire experienced teachers and martial arts teaching experts for training. They can integrate new concepts and concepts into classroom teaching, making martial arts teaching a characteristic of the school. The district has become the highlight of martial arts teaching. This is in line with Qi Huanhuan's conclusion in "Analysis of the Current Situation of Martial Arts Textbooks and Teaching Methods for Primary and Secondary Schools in my country" that the reform and innovation of martial arts textbooks for primary and secondary schools are not strong, the reform direction of martial arts teaching content is relatively single, and the timing of martial arts teaching is relatively late. is consistent (Qi,2007).

## Recommendations

### 1. Policy Recommendations

The new curriculum standard is a programmatic document for the implementation of the curriculum. The district and county education committees should make full use of various forms to carry out the training and continuing education of the new curriculum standard, so that teachers can understand the requirements and suggestions of the new curriculum standard, to better develop physical education and health courses.

### 2. Practical suggestions

Curriculum content setting is the intermediary link to realizing the requirements of the curriculum standard and completing the teaching implementation. The district and county education committees and school teaching and research groups should organize collective lesson preparation and improve the content setting. Schools with conditions can set up martial arts teaching and research groups to carry out learning in the semester. Situational research and content-setting analysis do a good job in the setting of teaching content.

### 3. Development Suggestions

The setting of teaching content is the key factor for the success of teaching implementation. When researching teaching content, teachers should constantly enrich their professional quality and ability, and do a good job in the selection and improvement of course content; at the same time, in the actual development of teaching, The content selection should be adjusted in time according to the learning situation to complete the relevant requirements of the course standard.



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