

Research on the "Element-Mechanism-Evaluation" Framework for Teaching Reform of Curriculum-Based Ideological and Political Education in Wushu Courses at Universities

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Abstract: Against the backdrop of comprehensively integrating curriculum-based ideological education into the university talent cultivation system, Wushu courses, which embody both athletic attributes and the genetic code of outstanding traditional Chinese culture, have become distinctive vehicles for implementing the fundamental task of cultivating morality and talent. This paper focuses on the critical issues in the construction of martial arts curriculum ideology and politics at universities, systematically examines the three theoretical foundations of curriculum-based ideological education, physical education, and cultural inheritance, identifies ideological and political elements such as martial virtue, patriotism, and willpower, develops a multidimensional evaluation system that integrates quantitative and qualitative approaches supported by growth portfolios, proposes a trinity reform framework of "Element Mining - Mechanism Empowerment - Evaluation Feedback," and establishes a collaborative education mechanism that links classrooms, competitions, and student associations. This study aims to achieve an organic integration of Wushu technical instruction and value guidance, providing replicable and scalable theoretical references and practical paradigms for curriculum-based ideological and political education in physical education courses at universities.

Keywords: Universities; Wushu Courses; Teaching Reform.

1. Problem Definition and Research Content of Teaching Reform in Curriculum-based Ideological and Political Education in University Wushu Courses

1.1. Problem Definition

In the context of education in the new era, university Wushu courses, as a vital component of physical education, possess distinctive cultural connotations and educational value. The central question of this research lies in how to effectively excavate the ideological and political elements embedded within Wushu courses and establish scientifically sound empowerment mechanisms to achieve an organic unity between Wushu technical instruction and value guidance.

The "Opinions on Deepening the Reform of Ideological and Political Theory Courses in the New Era" emphasizes that "to successfully conduct ideological and political theory courses, we must view them within the context of profound global changes unseen in a century and the overall development of the Party and the nation's undertakings, and approach them from the strategic height of upholding and developing socialism with Chinese characteristics, building a modern socialist country, and realizing the great rejuvenation of the Chinese nation." [1] As a traditional sport, martial arts embodies multiple ideological and political education elements including loyalty and patriotism, unwavering willpower, and comprehensive development. These elements serve as valuable educational resources and play a pivotal role in the educational practice of curriculum-based ideological education [2]. In response to the new demands on higher education in this new era, particularly the pivotal role of ideological and political education within higher education,

Wushu courses, as an integration of traditional culture and modern sports, possess tremendous potential for excavating ideological and political elements. [3] Through in-depth exploration of these elements within Wushu courses, it becomes possible not only to enrich the connotations of ideological and political education but also to enhance the teaching quality and educational effectiveness of Wushu courses. Meanwhile, establishing a scientifically sound empowerment mechanism that organically integrates ideological and political elements with the teaching of Wushu techniques constitutes the key to achieving curriculum-based ideological education objectives. This endeavor requires not only innovation in teaching philosophies and methodologies by instructors but also collaborative support from universities, society, and other stakeholders to jointly advance the comprehensive development of the construction of martial arts curriculum ideology and politics.

1.2. Research Content and Theoretical Framework

Physical education constitutes an integral component of education and plays an irreplaceable role in cultivating university students. The National Education Conference clearly stated: "We must establish the educational philosophy of prioritizing health, ensure that physical education courses are fully offered, and help students enjoy pleasure in physical exercise, enhance their physical fitness, develop sound personalities, and temper their willpower, thereby achieving the goal of civilizing their minds and strengthening their bodies." As a traditional sport of the Chinese nation, martial arts serves not merely as a form of physical activity but also as a significant carrier of excellent traditional Chinese culture, embodying rich philosophical thought, moral values, and national spirit. The spirit of martial virtue advocated by martial arts, including loyalty, courage, respecting teachers

and valuing the way, and unity and cooperation, aligns closely with the Socialist Core Values. Excavating and integrating ideological and political elements into martial arts courses at universities not only enhances students' physical fitness but also cultivates their moral character, national pride, and social responsibility. Based on this understanding, this study focuses on university Wushu courses, aiming to deeply explore the ideological and political elements embedded within them and construct effective empowerment mechanisms to advance the construction of curriculum-based ideological and political education in Wushu courses, thereby contributing unique strength to the improvement of the curriculum-based ideological education system in higher education institutions. Through this research, we expect to provide innovative approaches and methodologies for the reform of physical education in universities, fully leveraging the significant role of Wushu courses in cultivating morality and talent, and nurturing Socialist builders and successors with all-round development of morality, intelligence, physical fitness, aesthetics, and labor.

2. Research Objectives and Significance of Teaching Reform in Curriculum-Based Ideological Education for University Wushu Courses

2.1. Research Objectives of Teaching Reform in Curriculum-Based Ideological Education for University Wushu Courses

Through investigating and analyzing the cognitive awareness of teachers and students regarding curriculum-based ideological education in Wushu, as well as its current implementation status, this study aims to closely integrate curriculum ideology and politics with martial arts education. By thoroughly exploring ideological and political elements within Wushu instruction, and fully leveraging the cultural and educational functions of martial arts, this research seeks to provide developmental directions for incorporating ideological and political elements of martial arts. The goal is to achieve organic unity between technical instruction in Wushu and value guidance rooted in correct principles, thereby strengthening students' love for the Party and the country, as well as their cultural confidence. Ultimately, this endeavor cultivates students with both morality and talent to meet the needs of social development, while also offering theoretical references and implementation frameworks that can inform curriculum-based ideological education construction in Wushu courses. Specifically, this study is dedicated to exploring the construction of an "Element-Mechanism-Evaluation" Trinity framework for teaching reform of curriculum-based ideological and political education in Wushu courses at universities. First, it systematically identifies ideological and political elements embedded in Wushu courses, such as martial morality cultivation, national sentiment, striving spirit, and rule awareness, clarifying the connotations and educational orientations of each element. Second, it designs specific pathways and collaborative mechanisms for integrating these elements into classroom instruction, practical activities, and campus culture, forming an education synergy through teacher-student interaction, in-class and extracurricular linkage, and multi-disciplinary support. Third, it establishes

an evaluation index system that balances process and outcome, subjectivity and objectivity, dynamically monitoring the implementation effectiveness of curriculum-based ideological education through teaching observation, student feedback, growth records, and other methods. This ensures that while imparting sports skills, Wushu courses effectively achieve value leading, ultimately serving the fundamental question of "who to train, how to train, and for whom to train."² Significance of the Research on Teaching Reform of Curriculum-Based Ideological Education in University Wushu Courses

2.2. Advancing Curriculum-Based Ideological Education Practice and Fulfilling the Fundamental Task of Cultivating Morality and Talent

In the context of the new era, integrating Wushu courses with curriculum-based ideological education represents an effective approach to fulfilling the fundamental task of cultivating morality and talent. By thoroughly exploring the ideological and political elements embedded within Wushu courses and organically incorporating them throughout the entire teaching process, it becomes possible to further strengthen students' patriotic feelings, cultural confidence, and social responsibility, thereby nurturing them into socialist builders and successors with all-round development of morality, intelligence, physical fitness, aesthetics, and labor. Moreover, this practice can drive education and teaching reform in Wushu courses, enhance teaching quality and educational effects, and inject fresh vitality and momentum into physical education at universities. Therefore, strengthening the construction of curriculum-based ideological and political education in Wushu courses is not only an inevitable requirement for cultivating morality and talent, but also a significant initiative for promoting high-quality development of physical education in higher education institutions.

2.3. Advancing Education and Teaching Reform of Curriculum-based Ideological and Political Education in Wushu Courses

In advancing the education and teaching reform of curriculum-based ideological and political education in Wushu courses, strengthening empowerment mechanism construction and ensuring the quality of ideological and political construction constitute a critical component. To ensure the deep integration of ideological and political elements with Wushu courses and effectively enhance students' ideological and political accomplishment, it is necessary to establish a comprehensive and scientific empowerment system from multiple dimensions. Specifically, combining quantitative and qualitative evaluation approaches can more comprehensively and accurately reflect students' learning outcomes. Quantitative evaluation measures students' mastery of Wushu skills and ideological and political knowledge through quantifiable indicators such as examination scores and skill assessments, while qualitative evaluation assesses students' ideological and political accomplishment and comprehensive abilities through non-quantifiable indicators including classroom performance, group discussions, and assignment quality. Documenting students' growth trajectories enables instructors to better understand their developmental processes and learning needs,

thereby providing more personalized pedagogical guidance. By establishing Student Growth Records that chronicle students' incremental progress and achievements throughout the curriculum-based ideological and political education in Wushu courses, educators can motivate students to continuously pursue excellence while simultaneously providing a foundation for teaching reflection and instructional improvement.

2.4. Establishing a Diversified Evaluation System to Ensure the Effectiveness of Curriculum-Based Ideological Education

To comprehensively assess the teaching effects of curriculum-based ideological and political education in Wushu courses, it is essential to establish a diversified evaluation system. This system should encompass multiple dimensions, including students' learning outcomes, enhancement of ideological and political accomplishment, teaching quality of instructors, and the rationality of curriculum design. Through regular assessments and evaluations, existing problems and deficiencies in teaching can be identified promptly, enabling the implementation of corresponding improvement measures to ensure the effective realization of curriculum-based ideological education objectives.

The significance of this research lies in the fact that Wushu courses, as a vital component of physical education in higher education institutions, not only carry the responsibility of imparting Wushu skills and knowledge but also bear the important mission of cultivating students' ideological and political accomplishment. Integrating curriculum-based ideological and political education into Wushu courses represents not only an innovation in traditional teaching modes but also a proactive response to the educational requirements of the new era. [4]Through this practice, a new pathway can be explored that aligns with the characteristics of Wushu courses while effectively enhancing students' ideological and political literacy, thereby providing valuable insights for the reform and development of physical education in higher education institutions.

The research value is manifested in that through in-depth analysis of the teaching effects of curriculum-based ideological and political education in Wushu courses, a scientific and effective evaluation system and methodology can be developed, offering replicable experiences and models for ideological and political construction in other courses. Meanwhile, this research can further enrich and refine the theoretical framework of curriculum-based ideological education, promoting its advancement toward deeper levels and broader domains.

3. Theoretical Foundations for Teaching Reform of Curriculum-Based Ideological Education in University Wushu Courses

3.1. Curriculum Ideology and Politics Theory

Curriculum-based ideological education represents an innovative educational philosophy aimed at integrating ideological and political education into all course instruction to achieve all-person, all-process, all-round education. It emphasizes that every course should assume responsibility for cultivating morality and talent, not merely imparting

professional knowledge and skills, but also focusing on developing students' values, moral character, and social responsibility. In university Wushu courses, the application of Curriculum Ideology and Politics Theory provides new directions and objectives for Wushu instruction—namely, organically integrating Wushu technical training with moral education, enabling students to not only master Wushu skills during the learning process but also establish a sound worldview, outlook on life, and values.

3.2. Sports Education Theory

Sports Education Theory emphasizes the multifaceted development of students, encompassing physical fitness, sports skills, psychological quality, and character cultivation. As an integral component of physical education, martial arts possess distinctive educational value. They not only enhance students' physical fitness and athletic capabilities but also cultivate qualities such as willpower, teamwork spirit, competitive awareness, and patriotic feelings. Through well-designed instructional approaches and methodological applications in martial arts teaching, ideological and political elements can be effectively integrated, thereby achieving the dual objectives of physical education and ideological education.

3.3. Cultural Inheritance Theory

Cultural inheritance refers to the transmission of excellent traditional culture to subsequent generations, enabling its continuation and development. As a significant embodiment of outstanding traditional Chinese culture, Wushu carries profound historical and cultural connotations as well as national spirit.[5] In university Wushu courses, by excavating and inheriting Wushu culture, students can gain a deeper understanding and appreciation of the extensive and profound nature of traditional Chinese culture, thereby enhancing their cultural confidence and national pride. This approach also contributes to cultivating students' cultural identity and sense of belonging, while promoting the transmission and development of culture.[6]

4. Practical Progress in Teaching Reform of Curriculum-Based Ideological Education in University Wushu Courses

4.1. Exploration and Implementation of Curriculum-Based Ideological and Political Education in Wushu Courses

Active exploration has been undertaken regarding the application of curriculum-based ideological education in physical education, particularly in the practice of ideological education within Wushu courses. Through in-depth examination of elements such as loyalty, tenacity, and respecting teachers and valuing the way embedded in Wushu culture, teaching content and teaching activities with ideological and educational significance have been carefully designed. Throughout the teaching process, instructors elucidate the historical origins, cultural backgrounds, and spiritual connotations of martial arts, guiding students to establish correct values and moral perspectives.[7] Concurrently, students are organized to participate in martial arts competitions, demonstrations, and other activities to cultivate their teamwork spirit and competitive awareness.

Furthermore, the teaching of martial arts techniques and self-defense skills enhances students' self-confidence and self-protection capabilities.

4.2. Collaborative Education of Martial Arts and Ideological and Political Courses

Emphasis is placed on integrating martial arts courses with ideological and political courses to establish a favorable situation of collaborative education. Martial arts cultural cases are introduced into ideological and political courses, enabling students to gain profound understanding of the ideological and political elements embodied in martial arts from a cultural perspective. Meanwhile, theoretical knowledge of ideological and political education is incorporated into martial arts courses, allowing students to better comprehend and master the content of ideological and political education throughout their martial arts learning process. Through a joint lesson preparation mechanism that promotes teacher collaboration, martial arts instructors and ideological and political education teachers jointly develop thematic teaching modules such as "Red Gene in Martial Arts" and "Martial Morality and Socialist Moral Construction," and design "Martial Arts + Ideology and Politics" practical projects. These include organizing students to visit intangible cultural heritage inheritors of martial arts and choreographing red martial arts skits, enabling students to experience the intrinsic connection between martial arts and ideological and political education through practical engagement. This approach establishes a collaborative education framework characterized by "theoretical complementarity, resource sharing, teaching co-research, and education co-responsibility."

4.3. Expansion and Deepening of Martial Arts Curriculum Ideology and Politics

Actively exploring the construction of martial arts curriculum ideology and politics, and thoroughly excavating the patriotic spirit and national integrity embedded within martial arts culture. By recounting historical narratives of Chinese martial arts in resisting foreign invasions and defending national dignity, students' patriotic feelings and national pride are stimulated. Students are organized to participate in various martial arts competitions and exchange activities to cultivate their teamwork spirit and competitive awareness. Through optimizing teaching content and innovating teaching methods, ideological and political elements are integrated into all aspects of martial arts instruction. In teaching, by explaining the philosophical thought and cultural connotation of martial arts, students are guided to establish harmonious, balanced, and natural outlooks on life and values. In martial arts routine teaching, emphasis is placed on cultivating students' concentration, patience, and perseverance, enabling them to develop sound moral character and behavioral habits during practice.

5. Development and Integration of Martial Arts Curriculum Ideology and Politics Teaching Resources

Within the overarching framework of "elements-mechanisms-evaluation," resource construction is regarded as a critical component for the continuous input of ideological and political energy. Guided by the "all-round education" philosophy of curriculum-based ideological education, and

benchmarked against the three-stage model of cultural inheritance theory "tradition-modernity-regeneration," this study systematically organizes and redevelops on-campus and off-campus, physical and virtual, as well as human and material resources. First, at the digital level, leveraging the Educational Digitalization Strategy Action, martial morality stories, red martial arts historical materials, and champion growth cases are transformed into micro-lessons, virtual simulation experiments, and Extensible Markup Language (XML) structured materials, thereby achieving granularity and reusability of cultural elements.[8] Second, at the spatial level, university martial arts halls, school history museums, and local intangible cultural heritage bases are revitalized to create immersive martial morality classrooms following the "situation-narration-reflection" pathway, enabling the spaces themselves to function as value transmission media. Third, at the agent level, tripartite collaborative teams comprising "professional teacher + ideological and political teacher + intangible cultural heritage inheritor" are established to convert dispersed cultural capital into educationally effective "teaching community capital" through joint lesson preparation, joint teaching research, and joint evaluation. These materials are incorporated into the school-based "Martial Arts Curriculum Ideology and Politics Resource Library," with an annual update and sharing mechanism established to provide content support and ecological guarantee for the continuous deepening of the curriculum.

This study takes "cultivating morality and talent" as its core principle and conducts systematic exploration centered on the in-depth excavation and scientific empowerment of ideological and political education elements in university martial arts courses, preliminarily establishing an integrated teaching reform framework of "element-mechanism-evaluation." Looking ahead, with the accelerated advancement of the educational digitization and intelligentization process, the development of curriculum-based ideological education in martial arts courses still requires continuous and in-depth exploration in areas such as digital resource development, setting of teacher competency standards, and construction of school-local collaborative platforms. It is hoped that through the bidirectional interaction between theory and practice, martial arts classrooms can become a "Grand Ideology and Politics" platform where young students strengthen their physical fitness, cultivate character, and deepen their national sentiment, thereby providing sustainable and scalable sports solutions for nurturing new-era individuals capable of shouldering the great mission of national rejuvenation.

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