

An Innovative Study on the Cultivation Model of Reserve Talents in Wushu Under the Background of the Integration of Sports and Education

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Abstract: The idea of combining sports and education can provide new theoretical support for the reform of the training model for reserve talents in Wushu. In light of the integration of sports and education, this paper investigates the special characteristics of Wushu talent education. Concept reconstruction has identified the four parts of the cultivation model as the selection mechanism, training system, cultural education and talent cultivation channel. It shows the development of the model from the empirical master-apprentice inheritance model to the particular institutional cultivation model. Research on the Collaborative Model of Cultivation Subjects in the Integrated Framework, the Path for Integrating Sports and Educational Resources, how to resolve the conflict between academic study and athletic training, and the mechanism for transferring rights and responsibilities and linking interests among multiple parties are introduced in this paper. It has also put forward an optimisation plan for the architecture of a Wushu-specific cultivation system to address the problems of the interconnected structure of traditional skill inheritance and modern scientific talent selection, the bidirectional design of talent transmission channels, and the dual-axis evaluation criteria of competitive performance and humanistic literacy. This paper hopes to provide some theoretical support and practical advice for the development of the cultivation model for reserve talents in Wushu under the new era of sports and education integration.

Keywords: Integration of Sports and Education, Reserve Talents in Wushu, Cultivation Model, Collaborative Mechanism, System Architecture.

Introduction

The cultivation of reserve talents in Wushu aims to enhance competitive strength and pass on the culture of Wushu; thus, the chosen model will directly affect the continuous progress of Wushu as a sport. For a long time, the training of reserve talents in Wushu in China has been mainly conducted through the specialised training system of the sports sector. Although this model has shown some good results in terms of competitiveness, changes in society and new ideas for education have gradually revealed deficiencies in the integrity of cultural education and all-round development of students' characters. The appearance of the concept of the integration of sports and education provides a new way to deal with this problem; at its core is to reconnect the educational functions of the sports and education system and thus return athletic training to the essence of education. Therefore, new ways to cultivate the model for reserve talents in Wushu need to be explored in theory and in practice. The purpose of this paper is to redefine the concept and connotations of the cultivation model in the general context of integrating sports and education, systematically analyze the collaborative mechanisms of the cultivation subjects, and conduct an in-depth exploration of the architectural optimisation of the cultivation system; thus, it will meet the fundamental demand for the organic integration of the development laws of Wushu talents and the physical and mental growth patterns of adolescents and provide theoretical support for the transformation of the cultivation model.

1. Conceptual Reconstruction and Theoretical Foundation of the Cultivation Model for Reserve Talents in Wushu

1.1 Academic Origins and Contemporary Connotations of the Concept of the Integration of Sports and Education

The start of the idea for integrating sports and education can be traced back to the recognition of the educational value of sports. In terms of the development of education, this idea has broken through the traditional division between the sports system and the education system in terms of goals and forms of organisation, showing the deep integration of their educational functions. In the particular field of Wushu talent education, this idea demands that athletic training be integrated into all aspects of the educational process, and it also shows a deep understanding of the inherent connection between the inheritance of Wushu culture and the all-round development of young people. At the core of the integration of sports and education is to break down the traditional division between academic learning and athletic training; through the integration of values, a theoretical foundation for the joint development of knowledge structure and physical ability for Wushu talents has been laid.

Given the changes in our society today, the concept of integrating sports and education has also changed in many ways. It is no longer about the formal sharing of resources by the sports Department and the education Department; rather, we are beginning to consider aligning the goals of training with the school curriculum and assessment. For reserve talents in Wushu, it means that their development direction should be to improve competitive strength and enhance cultural literacy at the same time. The deeper meaning of the integration concept is that, considering Wushu training as a particular type of education, it can promote the all-round development of students' physical fitness and willpower, nurture their humanistic spirit, and thus achieve an organic integration of the development laws for athletic talents with the patterns of physical and mental growth in adolescents.

1.2 Core Elements and Type Evolution of the Cultivation Model for Reserve Talents in Wushu

The four modules of the organised system for cultivating reserve talents in Wushu are the selection mode, training system, cultural education and dissemination path. Selection is about finding the natural gifts and predicting the athletic potential of children; the training system covers how to teach skills, enhance physical fitness, foster tactical thinking, etc.; cultural education focuses on learning knowledge and moral and aesthetic education; the mode of transmission indicates whether talents will be developed at the grassroots level and promoted to the national team stage. The combination and weight distribution of the above elements at different times in history make up the basic features of the cultivation model in a particular period^[1].

In terms of the development of types, the cultivation model for reserve talents in Wushu has changed from the traditional master-apprentice inheritance model to a specialised institutional training model. The first kind was to transmit skills from teachers to students, so there was little attention paid to the purity of technique or the succession of martial arts schools. With the organised development of competitive Wushu, a special training model has gradually formed; it is centralised and standardised, and thus the efficiency of technical training has been enhanced. Although it has increased the competitiveness of the model, some harm has also been done to the original goal of Wushu education. The current exploration of sports and education integration is an attempt to build on the advantages of the previous model and promote the development of cultivation types towards integration and interconnection.

1.3 Integration of Theoretical Resources for Model Innovation from an Interdisciplinary Perspective

New research on the training model for reserve talents in Wushu needs to be supported by theoretical resources from all areas to expand the scope of research. The theory of sports training provides a system of knowledge on the laws of skill learning, the regulation of competitive conditions and training-load management, etc., and offers a foundation for the scientific design of the training process. Pedagogy focuses on the cognitive development of learning objects, the internal logic of curriculum construction, and the effectiveness of teaching activities to enable the cultivation process to go beyond simple skill transmission and return to the essence of education. Sociological theory can help us study the social network of talent mobility, the formation mechanism of group identity, and the intergenerational transmission of cultural capital.

More methods have been introduced by Cultural Anthropology and Developmental Psychology. Cultural anthropology believes that bodily practice is related to the world of meaning, and thus, the learning of Wushu skills is not only the acquisition of movement techniques but also a way of internalising cultural symbols. Developmental psychology studies the changes in a person's cognition, emotions and other parts of the body at different times in life to provide a foundation for age-appropriate education and differentiated guidance. The disciplinary resources mentioned above can be used together to build a general analysis system that takes into account the special nature of Wushu skill inheritance, the general characteristics of adolescent development and the regularity of competitive sports, and provide strong theoretical support for the optimisation and innovation of the cultivation model^[2].

2. Collaborative Mechanisms and Kinetic Energy Transformation of Cultivation Subjects in the Integration Framework

2.1 Integrated Integration Paths for Resources Between the Sports System and the Education System

Integration of resources in the sports system and the education system provides the material basis for the joint development of reserve talent in Wushu. The sports system has good training institutions and excellent coaches, and a good competition system can help improve the competitive strength of the athletes. The education system has accumulated rich resources in the teaching of the cultural curriculum, degree-granting qualifications and research on adolescent physical and mental development. Resource embedding in the two systems is not to be added physically but rather to be organised at the level of atoms. Increase the number of training venues in the school area to provide good training conditions for more students; invite coaches to teach in class and share their competitive training experience and knowledge with students; add sports science research on monitoring the physical health of students and assessing sports risks to offer scientific support for school sports. The above arrangements will solve the institutional barriers among these systems and promote the integration of resources.

At the bottom is that we wish to construct a two-way, linked resource-flow channel. On the one hand, special technical resources from the sports system will be added to the education system and used to provide technical support for the development of school-based Wushu characteristic curricula. At the same time, cultural and educational resources from the education system are also employed in athletic training to continue the cultural learning of athletes through credit recognition and student status management, etc. In this way, we can keep the efficiency advantage of the sports system for special training and, at the same time, add the functional characteristics of the education system for character building; thus, the talents in Wushu reserve will receive more balanced development conditions through the interaction of these two resources.

2.2 Resolution of the Conflict between Academic Study and Athletic Training and Stage-Specific Adaptation from a Full-Cycle Perspective

The main reasons for the conflict between study and sports training are competition for time and loss of energy; therefore, we need to learn how to manage the whole process of talent development better. Training load and academic demands change all the time from the beginning of training to the period of specialisation and finally to the high-level competition stage, and their capacities to handle such pressure are not the same at different times. In the beginning, the emphasis should be on nurturing a sense of body awareness and interest; at this time, the training volume will be small, and we need to lay a foundation for further study in school. At this time, the goal should be to spark students' first interest in Wushu through gamification and other attractive teaching methods. During the specialisation stage, both the demands of training and academics are relatively high; therefore, an effective way to manage them is to optimise the use of time so that neither is ignored because of the other^[3].

At the foundation of stage-specific adaptation is the construction of various combinations of academic study and athletic training according to different ages and competitive stages. During the period of elementary and junior high school, a parallel structure should be adopted to give equal importance to training and study, thus cultivating basic cultural literacy and building a solid foundation for athletics. After high school and so on, according to the assessment results of athletes' competitive ability, a strategy of categorised guidance will be introduced. Those who are highly competitive will be given a flexible study plan and personalised courses; those who have a relatively weak competitiveness

but a good academic foundation will have their training quantity reduced so that they do not fall behind in class. Based on the whole cycle, the aim of regulating study and exercise is to achieve a state of equilibrium, not conflict.

2.3 Delegation of Rights and Responsibilities and Interest Linkage Mechanisms in the Participation of Multiple Stakeholders

The cultivation of reserve talents in Wushu involves many parties, such as the sports system, the education system, social organisations and market entities; they have different resources, different functions and different interests. The goal of the sports system is to enhance the competitive power and reserve-talent supply efficiency of the national team through competition results. The education system promotes the all-round development of students and the quality of higher education, and its evaluation standards are based on academic performance and general ability. Social organisations are responsible for promoting the cause of Wushu culture and public participation, and their motivation comes from the task of cultural inheritance and the demand of their members. Market entities carry out commercial development and brand operation, and their participation is based on the expectation of market returns. The development of a pattern by several parties needs to establish an order for the division of rights and responsibilities, define the main sections and cooperative boundaries of each party in the process, and prevent operational conflicts and waste of resources due to overlapping responsibilities.

Construction of the Interest Linkage Mechanism will help maintain the cooperation of all parties concerned in the long run. The sports system should share some of its exclusive powers over elite athletes and recognise that the foundation for talent development is the education system. In turn, the education system should take into account the special circumstances of competitive sports and make corresponding adjustments to the curriculum and assessment. Social organizations can take on the functions of organising events and organising training at all levels, and market entities can participate in talent cultivation through sponsorship, training services, etc. By sharing resources, building a brand together and achieving common goals, all parties have formed a community of interest and turned the cultivation of reserve talents in Wushu from an internal problem of a single system into a professional field that requires the participation of many people. An institution has been set up to promote the continuous improvement of the cultivation model^[4].

3. Architectural Optimisation and Path Breakthroughs for the Wushu-Specific Cultivation System

3.1 The Interlocking Structure of Traditional Wushu Skill Inheritance and Modern Scientific Talent Selection

The main way of transmitting traditional Wushu skills is through the master-apprentice system, and its purpose is to fully preserve the technical system and style of martial arts schools. The purpose of this kind of inheritance is to cultivate a strong sense of one's body, understand the essential nature of movement, develop a sense of responsibility and discipline in life, and thus pass on the profound cultural values of Wushu. Oral and practical teaching by masters and students is not only the inheritance of Wushu techniques but also the transmission of Wushu philosophy, moral values and aesthetic concepts across generations; thus, this tacit knowledge is difficult to transmit through standardised courses. The former way of recognising talented students was to observe them; that is, teachers would note changes in a student's body and mind at a certain time and determine whether they were suitable for participating in sports. It will not be accurate enough for the requirements of a top-tier talent-selection competition. The new scientific talent selection system will be used to help solve this problem, and at the same time, the selection mode will be changed from being based on experience alone to a combination of experience and science.

The construction of this interlock will be carried out in two parts. Based on studies in sports physiology and biomechanics, genetic data and other information have been collected on the physical traits and athletic ability of reserve Wushu talents, and a general index system for evaluating them at the selection stage has been developed. At the cultural level, the traditional selection factors of learner temperament, cognitive ability and will power have been added to the modern scientific index. The above structure is not to replace traditional experience with scientific indices; rather, it is an all-encompassing selection system that combines the two, ensures that the selected items have competitive advantages, and can be understood in more detail in terms of Wushu culture.

3.2 Design of Talent Transmission Channels with Vertical Articulation and Horizontal Integration

Vertical articulation refers to the systematic development of reserve talents in Wushu at various levels of education and training. The cultivation of Wushu interest and the learning of basic movements at the elementary school stage should provide the foundation for the differentiation of special skills in junior high school, and thus avoid the loss of talent due to gaps in teaching content. The training accumulation at the junior high school level should be able to transition smoothly to the high-intensity specialisation and advancement at the senior high school level, and this process requires paying attention to the gradual increase in the training load and the coherence of technical requirements. A general evaluation system of competitiveness and academic achievement will be introduced during the period from senior high school to college to promote the selection of talented students from all over the country for study at higher education institutions. For the smooth operation of the vertical chain, the cultivation goals, teaching content and assessment standards at all stages of education must be in line. At the same time, a student growth record system should be set up to collect data on the athletes' training, competition, study and physical development, etc., and provide a foundation for decisions on stage changes.

Horizontal integration is the construction of talent mobility channels in the sports system and the education system. In addition to the regular training path, a mode of transfer and joint recognition should be established for sports traditional schools, sports schools and regular schools. For students with good competitive ability, higher-level training guidance can be provided by means of the sports system resources; for athletes who have a strong desire to improve academically, they should be able to switch smoothly to the general education track and continue their studies. The other kind of horizontal integration is the system of competition. Build a single system for athlete registration and grade certification so that the achievements students have made in competitions organised by either the sports system or the education system can be recognised by both, and remove barriers to the free movement of talent caused by systemic division^[5].

3.3 The Two Axes of the Evaluation Standard are Competitive Performance and Humanistic Literacy

Evaluation of the cultivation results for reserve talents in Wushu has long focused on a single aspect, competition, and thus, the educational function of Wushu has been reduced to some extent. Competitive performance is one of the basic indices in the assessment system, and it is undoubtedly very important; the results of competitions, technical rankings and athletic abilities are still the main indicators of talent quality. Only considering the competitive indicators is not enough to cover all aspects of the general competence of practitioners, and the functions of cultural inheritance and the values of character education in Wushu also need to be added to the evaluation system.

Humanistic literacy is the other axis of the evaluation system, and its components include the level of cultural knowledge, understanding of Wushu culture, moral education, aesthetics, etc. The level of cultural knowledge indicates the extent of a person's general education; their understanding of Wushu culture shows how deeply they have learned about the history, ideas and philosophy of Wushu; moral cultivation refers to the good manners and habits formed in the process of studying Wushu; aesthetic ability is a person's sensitivity and appreciation for the expressive and artistic qualities of Wushu. Competitive performance and humanistic literacy should not be evaluated separately; rather, their respective weights should change at different times during the course of education. During the foundation-building stage, the assessment weight of humanistic literacy can be relatively high; as students reach a higher level of competition, so too will their weight in assessment increase, but the basic requirements for humanistic literacy should still be met. The building of the dual-axis evaluation system will continue to promote the all-round development of reserve talents in Wushu.

Conclusion

In light of the integration of sports and education at all three levels of conceptual reconstruction, collaboration and system optimisation, this paper will examine the innovation of the cultivation model for reserve talents in Wushu in detail. At the conceptual level, it combines the academic connotations of the concept of integration of sports and education with the specific characteristics of Wushu talent cultivation to clarify the main components and type evolution of the cultivation model, thus providing a theoretical foundation for the following analysis. At the level of the mechanism, it shows the internal

logic of the integrated resources of the sports system and the education system, builds a framework for dealing with the conflict between academic study and athletic training in an all-round manner, clarifies the paths for the delegation of rights and responsibilities and the linkage of interests under the participation of multiple stakeholders, and thus provides a mechanism guarantee for the joint operation of cultivation subjects. An interlock structure has been established at the system level for the inheritance of traditional skills and the cultivation of modern scientific talents, channels for talent transmission have been designed with vertical articulation and horizontal integration, evaluation standards have been set to give equal weight to competitive performance and humanistic literacy in both areas, and thus the architecture of the Wushu-specific cultivation system has been optimised.

Based on this, the study proposes that the innovation of the cultivation model for reserve talents in Wushu, which integrates sports and education, should not be simply the inheritance of old experiences or the direct application of foreign models; rather, it needs to build an integrated system of sports and educational resources in light of the specific cultural traits and competitive rules of Wushu. Future research can further investigate problems such as the tracking and evaluation of the operational results of the cultivation model, comparisons of cultivation practices in different areas, and the application of modern technological means in the cultivation process to advance the in-depth development of research on the cultivation model for reserve talents in Wushu.

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