

A Study on the Current Situation and Countermeasures of Traditional Wushu Teaching in Primary Schools in Chongqing under the Background of the "Double Reduction" Policy

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Abstract

Abstract: Against the background of the continuous advancement of the "Double Reduction" policy and the deepening of education on excellent traditional Chinese culture, traditional Wushu has gradually entered the primary school physical education curriculum system. To understand the implementation of traditional Wushu teaching in primary schools in Chongqing, this study used literature review, questionnaire survey, interview, and mathematical statistics methods to investigate 233 primary school physical education teachers. The results show that most schools have included Wushu in physical education courses, but the degree of curriculum implementation varies; teaching content is mainly concentrated on basic skills, Wushu exercises, and boxing routines, while teaching methods are still dominated by explanation and demonstration; teacher training has a certain coverage, but lacks continuity and systematic design, and assessment relies more on attendance and skill results; there are still gaps among schools in equipment, venues, and funding. The causes of these problems mainly involve teacher professional development, school curriculum management, government support and supervision, and parental cognition. Based on this, the study proposes suggestions such as improving curriculum implementation mechanisms, enriching teaching content and methods, improving teacher training and evaluation systems, and optimizing resource allocation, with a view to improving the quality of traditional Wushu teaching in primary schools in Chongqing and promoting student physical and mental development and the inheritance of excellent traditional Chinese culture.

Keywords

"Double Reduction" policy; traditional Wushu; primary school Wushu education; curriculum implementation.

1. Introduction

1.1. Research Background

Since the 18th National Congress of the Communist Party of China, fostering virtue through education has been established as the fundamental task of education. The 19th and 20th National Congresses further emphasized fully implementing the Party educational policy and promoting the all-round development of students in morality, intelligence, physical fitness, aesthetics, and labor. The Guidelines for Moral Education in Primary and Secondary Schools propose that classroom teaching should play its role as the main channel and that moral education requirements should be integrated into all subjects and the entire educational process. Against the background of the "Double Reduction" policy, which promotes quality improvement and efficiency in school education, the educational function of physical education has received further attention. Traditional Wushu combines physical exercise, willpower cultivation, and cultural inheritance, and is an important carrier for implementing "five educations simultaneously" and carrying forward excellent traditional Chinese culture in

primary school physical education. At present, some primary school Wushu teaching still focuses mainly on transmitting movement skills, while insufficient attention is paid to martial virtue education, cultural connotations, and the educational function of the curriculum. Existing studies have pointed out that school Wushu can play a moral education role in national identity, social responsibility, and individual character [2]. Therefore, it is necessary to conduct a systematic investigation of the opening of traditional Wushu courses, teaching content, teacher training, evaluation methods, and resource support in light of the actual situation of primary schools in Chongqing, so as to provide a basis for improving regional primary school Wushu teaching.

1.2. Research Significance

The implementation of the "Double Reduction" policy has promoted the transformation of basic education from simply reducing academic burden to improving the quality of school education and promoting students all-round development. As an important part of excellent traditional Chinese culture, traditional Wushu can enhance students physical fitness and help cultivate rule awareness, self-discipline, and cultural identity. Examining the implementation of traditional Wushu teaching in primary schools in Chongqing is helpful not only for understanding the realistic progress of school physical education curriculum reform under the "Double Reduction" background, but also for providing experience for the regular development of traditional sports in basic education.

1.2.1. Theoretical Significance

Traditional Wushu education has the attributes of physical education, moral education, and cultural education. Taking primary schools in Chongqing as the research object to analyze curriculum implementation, teaching content, teacher development, and resource support can enrich regional research on school Wushu education and explain the educational mechanism of traditional Wushu courses from the perspectives of cultural inheritance and constructivist learning. The research conclusions can provide certain references for the construction of primary school Wushu curriculum systems, the improvement of teaching models, and related theoretical research.

1.2.2. Practical Significance

At the practical level, traditional Wushu can promote the development of students physical qualities such as strength, flexibility, and coordination through physical practice, and can cultivate cooperation awareness, perseverance, and self-discipline through continuous training. After the implementation of the "Double Reduction" policy, students time for physical activities at school has increased, but traditional Wushu courses still face practical difficulties in class-hour implementation, content selection, teacher competence, and resource allocation. By investigating the current situation of Wushu teaching in primary schools in Chongqing, this study identifies the main problems in curriculum implementation and proposes targeted suggestions, which can provide practical references for education administrative departments, school administrators, and front-line teachers to optimize curriculum arrangements, improve teaching methods, and improve support mechanisms.

1.3. Definition of Related Concepts

1.3.1. Primary School Wushu Teaching

Primary school Wushu teaching refers to educational activities in which teachers organize primary school students in a planned way to learn basic Wushu knowledge, basic techniques, and basic methods according to the requirements of the compulsory education Physical Education and Health curriculum. Its goal is not only to develop students physical qualities and motor skills, but also to cultivate interest in sports, rule awareness, willpower, and cultural

identity, thereby giving full play to the comprehensive educational function of traditional Wushu.

1.3.2. Traditional Wushu

Traditional Wushu is a bodily practice system formed in the long-term development of traditional Chinese culture. It includes boxing routines, weapons, exercises, paired practice, and other forms, and has functions of fitness, self-defense, aesthetics, ethics, and cultural inheritance. Unlike purely competitive technical training, traditional Wushu emphasizes both internal and external cultivation and equal attention to morality and skill. It contains values such as respecting teachers and valuing the Way, striving for self-improvement, self-restraint, and observance of propriety. In this paper, traditional Wushu mainly refers to basic boxing routines, Wushu exercises, basic weapon content, and related cultural education content suitable for primary school physical education courses.

1.4. Theoretical Basis

1.4.1. Cultural Inheritance Theory

Cultural inheritance theory emphasizes that culture continues not only through material forms, but also through values, behavioral norms, and social practice across generations. Traditional Wushu is both a body technique and a carrier of etiquette norms, moral concepts, and national cultural memory. Therefore, primary school Wushu teaching should not remain only at the level of movement imitation and skill training; it should also enable students to understand the cultural meaning and behavioral norms contained in Wushu through curriculum content, teaching organization, and campus activities.

In Wushu teaching in primary schools in Chongqing, cultural inheritance theory provides a theoretical perspective for analyzing whether curriculum content gives consideration to both techniques and culture and whether teaching methods help students understand traditional values. At the same time, this theory suggests that schools should appropriately transform traditional Wushu content on the basis of following the laws of children physical and mental development, so that it can connect with the goals of modern school education.

1.4.2. Constructivist Learning Theory

Constructivist learning theory holds that learners do not passively receive knowledge, but actively construct meaning in specific situations, social interaction, and practical activities. The role of teachers is mainly to create learning situations, provide support, and guide students reflection. Applying this theory to primary school Wushu teaching means that the curriculum should not be limited to teacher demonstrations and mechanical imitation by students. Instead, it should increase game-based practice, cooperative learning, layered tasks, and situational experiences, enabling students to master movement skills and understand Wushu culture through participation, communication, and problem solving. Therefore, enriching teaching organization forms and improving students active participation are important paths for improving Wushu classroom effectiveness.

1.5. Current Status of Domestic Research

1.5.1. Research on the Value and Significance of Traditional Wushu Teaching under the Background of the "Double Reduction" Policy

Existing studies mainly discuss the significance of school Wushu under the "Double Reduction" background from the perspectives of cultural value, physical and mental development, and curriculum education. Zhang Cheng [1] believes that Wushu helps enhance students cultural confidence, improve physical and mental conditions, and promote the formation of correct values. Zhao Qixue [2] points out that bringing Wushu into campuses can improve students understanding of national culture and promote the inheritance of traditional Wushu. Gong Jiayu

and He Yang [3] analyze the educational value of school Wushu from the national, social, and individual levels, emphasizing its role in cultivating patriotism, social responsibility, and self-discipline. Sun Qixian et al. [4] believe that the "Double Reduction" policy has brought new opportunities for school Wushu development, including policy support, curriculum space, and resource input. Overall, the academic community generally affirms the comprehensive value of traditional Wushu in school physical education and cultural education.

1.5.2. Research on the Difficulties and Challenges of Traditional Wushu Teaching under the Background of the "Double Reduction" Policy

Regarding the practical difficulties of school Wushu teaching, related studies mainly focus on curriculum implementation, teacher construction, teaching content, and support mechanisms. Wang Gang and Li Shihong [5] point out that school Wushu has problems such as formalized curriculum implementation, insufficient teachers, and single content. Jiang Hao and Ma Wenyou [6] found in a survey of primary and secondary schools in Hunan Province that although the "Double Reduction" policy has created conditions for Wushu education, curriculum implementation, teaching staff, and teaching methods still restrict its development. Li Jing [7] also shows in a study of junior middle school Wushu teaching in Guiyang that insufficient class hours, single teaching methods, and inadequate policy implementation are prominent problems. Li Shihong, Ye Weiwu, and Zhang Zhonglou [9] further propose strengthening teacher training, enriching curriculum forms, and building a collaborative mechanism among family, school, and society. Existing research provides an important foundation for this study, but systematic investigations of traditional Wushu teaching in primary schools in Chongqing remain limited. In particular, there is a lack of comprehensive analysis of curriculum implementation, training evaluation, and resource support based on teacher questionnaires. Therefore, this paper takes primary school physical education teachers in Chongqing as the survey subjects and attempts to supplement regional empirical data.

2. Research Object and Methods

2.1. Research Object

This study takes the current situation of traditional Wushu teaching in primary schools in Chongqing as the research object, focusing on curriculum opening and implementation, teachers basic information, teaching content and methods, training and evaluation, venues, equipment, and financial support, and analyzes the existing problems and their causes on this basis.

2.2. Research Methods

2.2.1. Literature Review Method

Through CNKI, Wanfang, and other databases, journal papers, dissertations, and policy documents on topics such as school Wushu, traditional Wushu education, the "Double Reduction" policy, and primary school physical education were retrieved. Relevant research results were sorted out to provide a theoretical basis for research indicator design, questionnaire preparation, and result analysis.

2.2.2. Questionnaire Survey Method

On the basis of the literature review and research purpose, the Questionnaire on the Current Situation of Traditional Wushu Teaching in Primary Schools in Chongqing was prepared. The questionnaire covers teachers demographic characteristics, curriculum opening and implementation, teaching content and methods, teacher training and evaluation, venues, equipment, and funding guarantees. It contains a total of 20 items, including single-choice, multiple-choice, and open-ended questions.

The formal survey selected primary school physical education teachers from different regions of Chongqing by stratified sampling to improve sample representativeness. After the questionnaires were collected, the data were coded, organized, and statistically analyzed. A total of 233 valid questionnaires were distributed and collected in this study. The valid samples covered physical education teachers of different ages, years of teaching experience, educational backgrounds, professional titles, and specializations. Open-ended questions were included in the questionnaire to supplement teachers opinions on curriculum improvement.

2.2.3. Interview Method

Some primary school physical education teaching and research group leaders, backbone Wushu teachers, school administrators, and education administrators were selected as interviewees. Semi-structured interviews were conducted around curriculum setting, teaching implementation, teacher training, campus Wushu activities, and policy support. The interviews were mainly conducted face to face and by telephone to obtain supplementary explanations of the questionnaire data.

2.2.4. Mathematical Statistics Method

SPSS was used to organize and analyze the questionnaire data. Frequency, percentage, and other descriptive statistical methods were mainly used to present teachers basic characteristics, curriculum implementation, teaching methods, training evaluation, and resource support.

2.3. Research Tools

To test the quality of the questionnaire, a small-scale pretest was conducted before the formal survey, and 90 valid questionnaires were obtained. Reliability was tested using the Cronbach Alpha coefficient, and the result was 0.87, higher than 0.70, indicating that the questionnaire had good internal consistency. Validity was tested using the KMO test and Bartlett test of sphericity. The KMO value was 0.912, and the Bartlett test of sphericity reached a significant level ($p<0.001$), indicating that the data were suitable for structural validity analysis and that the overall validity of the questionnaire was good.

Table 2.1 Reliability Analysis Results of the Questionnaire

Sample Size	Number of Items	Cronbach Alpha
Platform Use Experience	7	0.87

The validity test results show that the KMO value was 0.912, the approximate chi-square value of the Bartlett test of sphericity was 2085.154, the degree of freedom was 120, and $p<0.001$, indicating that the questionnaire items were strongly correlated and that the structural validity reached an acceptable level.

Table 2.2 Validity Analysis Results of the Questionnaire

KMO	0.912
Bartlett	Approximate Chi-square 2085.154; df 120; p value 0.000

3. Results and Analysis

3.1. Implementation of Wushu Teaching in Primary Schools in Chongqing

According to the survey results, most schools of the surveyed teachers in Chongqing have arranged Wushu teaching in physical education courses or campus activities, and some schools have expanded learning forms through interest groups, clubs, and extracurricular activities. Overall, Wushu entering campuses already has a certain foundation, but differences still exist among schools in curriculum implementation, number of class hours, teacher professionalism,

and resource conditions. Since the data in this study mainly come from teacher questionnaires, the following analysis is based on the teaching situation reflected by the sample.

3.2. Analysis of Survey Results

3.2.1. Basic Information of Teachers

In the sample, male teachers accounted for 57.08% and female teachers accounted for 42.92%; teachers under 30 accounted for 59.66%, and those with less than three years of teaching experience accounted for 52.36%, indicating that the teaching team was generally young. Teachers with a bachelor degree accounted for 65.67%, and those with a graduate degree or above accounted for 12.88%; Wushu-specialized teachers accounted for 25.32%, while the remaining teachers came from track and field, ball games, gymnastics, and other specializations. Overall, the surveyed teachers had a good educational structure, but the proportions of young teachers and non-Wushu-specialized teachers were relatively high, suggesting that there is still room for improvement in Wushu teaching experience and professional support.

Table 3.1 Basic Information of Teachers

Question	Option	Subtotal	Percentage
Gender	A. Male	133	57.08%
	Female	100	42.92%
Age	A. Under 30	139	59.66%
	B. 30-40	47	20.17%
	C. 40-50	32	13.73%
	A. Grade 1	22	9.44%
Grade Taught	B. Grade 2	34	14.59%
	C. Grade 3	57	24.46%
	D. Grade 4	36	15.45%
	E. Grade 5	29	12.45%
	Grade 6	55	23.61%
	A. Less than 3 years	122	52.36%
Teaching Experience	B. 3-5 years	57	24.46%
	C. 5-8 years	33	13.36%
	D. More than 8 years	21	9.01%
Highest Education	A. Associate Degree	50	21.46%
	B. Bachelor Degree	153	65.67%
	Graduate Degree or Above	30	12.88%
	A. Third-grade Teacher	93	39.91%
Professional Title	B. Second-grade Teacher	63	27.04%
	C. First-grade Teacher	43	18.45%
	D. Senior Teacher	26	11.16%
	Full Senior Teacher	8	3.43%
Specialization	A. Track and Field	34	14.59%
	B. Wushu	59	25.32%
	C. Gymnastics	29	12.45%
	D. Aerobics	32	13.73%

Question	Option	Subtotal	Percentage
Wushu Level	E. Major Ball Games (Basketball, Volleyball, Football)	48	20.60%
	Small Ball Games (Table Tennis, Badminton, Tennis)	31	13.30%
	A. Excellent	43	18.45%
	B. Good	93	39.91%
	C. Average	78	33.48%
	D. Not Very Good	19	8.15%

3.2.2. Basic Situation of Wushu Teaching

(1) Teachers Attitudes

As shown in Table 3.2, 31.76% of teachers considered it "very necessary" to offer Wushu courses, and 39.91% considered it "necessary"; together, these two groups accounted for 71.67%. Teachers who held an "indifferent" attitude accounted for 21.46%, and those who considered it "unnecessary" accounted for 6.87%. The results show that most teachers recognize the educational value of primary school Wushu courses, but nearly 30% still hold neutral or negative attitudes, indicating that some teachers need to further strengthen their understanding of curriculum goals and cultural value.

Teachers overall attitudes provide a good cognitive foundation for the promotion of Wushu courses, but schools still need to further enhance teachers understanding of the comprehensive educational function of traditional Wushu through teaching and research activities, special training, and curriculum demonstrations.

Table 3.2 Teachers Attitudes

Question	Option	Subtotal	Percentage
Attitude toward Offering Wushu Courses	A. Very Necessary	74	31.76%
Attitude toward Offering Wushu Courses	B. Necessary	93	39.91%
Attitude toward Offering Wushu Courses	C. Indifferent	50	21.46%
Attitude toward Offering Wushu Courses	D. Unnecessary	16	6.87%

(2) Frequency of Wushu Course Implementation

As shown in Table 3.3, 38.63% of teachers reported that the Wushu content in the school curriculum plan could be completed, 31.33% reported that it could only be partially completed, 20.60% reported that the curriculum plan included Wushu but it was not implemented in class, and another 9.44% reported that the school had not set up Wushu content. In terms of class hours, the highest proportion was five to ten class hours per semester, accounting for 34.76%; ten to fifteen class hours accounted for 27.47%; and fewer than five class hours accounted for 20.60%. The results indicate that most schools have included Wushu in their curriculum plans, but there are obvious differences in curriculum implementation and class-hour guarantees. Some schools still have the phenomenon of "planned but less implemented" or even "planned but not implemented."

Table 3.3 Frequency of Wushu Course Implementation

	Option	Subtotal	Percentage
Wushu Content in the Physical Education Curriculum Plan and Its Completion	D. No teaching plan; C. Planned but not implemented in class; B. Planned and partially completed; A. Planned and completed		9.44%
		22 48	20.60%
		73 90	31.33%
			38.63%
Wushu Teaching Hours per Semester	A. 1-5	48	20.60%
Wushu Teaching Hours per Semester	B. 5-10	81	34.76%
Wushu Teaching Hours per Semester	C. 10-15	64	27.47%
Wushu Teaching Hours per Semester	D. 15-20	20	8.58%
Wushu Teaching Hours per Semester	E. More than 20	20	8.58%

(3) Wushu Teaching Content and Teaching Methods

As shown in Table 3.4, basic Wushu skills had the highest selection rate (73.82%), followed by Wushu exercises (58.37%) and boxing routines (50.21%); self-compiled routines, weapons, and Sanda accounted for 43.78%, 38.20%, and 31.33%, respectively. In terms of teaching materials, 38.20% of teachers mainly relied on the Physical Education and Health Curriculum Standards, 25.75% used local unified textbooks, 26.61% used self-compiled textbooks, and 9.44% did not use fixed teaching materials. In terms of teaching methods, explanation and demonstration accounted for 81.97%, while whole-part teaching and game competition methods each accounted for 53.65%, and layered teaching accounted for 41.20%. These data indicate that current teaching is mainly based on basic movements and traditional explanation and demonstration, while the application of game-based, layered, and weapons-related content is relatively insufficient. Teaching content and organizational forms still need to be further enriched.

Table 3.4 Wushu Teaching Content and Teaching Methods

Option Subtotal Percentage	Option Subtotal Percentage	Option Subtotal Percentage	Option Subtotal Percentage
Wushu Teaching Content (Multiple Choices)	A. Basic Wushu Skills	172	73.82%
	B. Self-compiled Routines	102	43.78%
	C. Wushu Exercises	136	58.37%
	D. Boxing Routines	117	50.21%
	E. Weapons	89	38.20%
	Sanda	73	31.33%
Wushu Teaching Materials Used in Wushu Teaching	A. Physical Education and Health Curriculum Standards	89	38.20%
	B. Local Unified Textbooks	60	25.75%
	C. Self-compiled Textbooks	62	26.61%

Option Subtotal Percentage	Option Subtotal Percentage	Option Subtotal Percentage	Option Subtotal Percentage
What teaching methods do you commonly use in Wushu teaching?	D. No Teaching Materials	22	9.44%
	A. Explanation and Demonstration	191	81.97%
	B. Whole-part Teaching Method	125	53.65%
	C. Game Competition Method	125	53.65%

(4) Teacher Training and Assessment

As shown in Table 3.5, the proportions of teachers who had participated in Wushu training once, twice, and three or more times in the past three years were 30.04%, 27.90%, and 29.61%, respectively, while 12.45% had never participated in training. The overall coverage of training was relatively high, but the questionnaire could not reflect training content, duration, and continuity, indicating that training quality and its transformation effect still need further investigation. In terms of curriculum evaluation, attendance accounted for 72.10%, mastery of motor skills accounted for 67.81%, improvement of motor skills accounted for 64.81%, and classroom performance accounted for 54.94%. It can be seen that evaluation mainly focuses on attendance and skill performance, while insufficient attention is paid to process indicators such as learning interest, cooperation awareness, cultural understanding, and willpower.

Table 3.5 Teacher Training and Assessment

	Option	Subtotal	Percentage
Participation in Wushu Training in the Past Three Years	A. Once	70	30.04%
Participation in Wushu Training in the Past Three Years	B. Twice	65	27.90%
Participation in Wushu Training in the Past Three Years	C. Three Times or More	69	29.61%
Participation in Wushu Training in the Past Three Years	D. Never	29	12.45%
Assessment Methods for Wushu Course Teaching	A. Attendance; B. Classroom Performance; C. Improvement of Motor Skills; D. Mastery of Motor Skills; E. Other:		72.10%
		168 128	54.94%
		151 158	64.81%
		22	67.81%
			9.44%

(5) Resource Support for Wushu Teaching

As shown in Table 3.6, 48.93% of teachers believed that Wushu equipment could meet teaching needs, 41.20% believed that it basically met teaching needs, and only 9.87% believed that it did not quite meet teaching needs. Teaching venues were mainly Wushu mats (49.79%), track and field grounds (25.32%), and body-shaping rooms (24.89%). In terms of funding, teachers who considered funding "very sufficient" and "sufficient" together accounted for 47.64%, while those who considered it "average" accounted for 30.90%; some teachers also reported

insufficient funds or a lack of special subsidies. Overall, the resource guarantees of the sample schools can basically support daily teaching, but certain differences still exist among schools. Some schools still need improvement in special venues, equipment renewal, and continuous financial support.

Resource conditions are generally in a basically usable state, but "basically meeting needs" does not mean that they can support high-quality, regular, and diversified teaching. Schools need to continuously evaluate equipment quantity, venue safety, and funding efficiency according to curriculum scale, student numbers, and teaching content.

Table 3.6 Resource Support for Wushu Teaching

	Option	Subtotal	Percentage
Whether Wushu Equipment Meets Teaching Needs	A. Meets Needs	114	48.93%
Whether Wushu Equipment Meets Teaching Needs	B. Basically Meets Needs	96	41.20%
Whether Wushu Equipment Meets Teaching Needs	C. Does Not Quite Meet Needs	23	9.87%
Wushu Teaching Venues	A. Wushu Mats	116	49.79%
Wushu Teaching Venues	B. Body-shaping Room	58	24.89%
Wushu Teaching Venues	C. Track and Field Ground	59	25.32%
Funding Subsidies for Wushu and Related Activities	A. Very Sufficient	52	22.32%
Funding Subsidies for Wushu and Related Activities	B. Sufficient	59	25.32%
Funding Subsidies for Wushu and Related Activities	C. Average	72	30.90%
Funding Subsidies for Wushu and Related Activities	D. Other:	29	12.45%
Funding Subsidies for Wushu and Related Activities	D. Not Very Sufficient	15	6.44%
Funding Subsidies for Wushu and Related Activities	E. No Funding Subsidy	6	2.58%

3.3. Problems Existing in Wushu Teaching in Primary Schools in Chongqing

3.3.1. Weak Implementation of Wushu Courses and Uneven Implementation

The survey shows that although most schools have included Wushu in their physical education curriculum plans, only 38.63% of teachers reported that teaching could be completed according to plan, 31.33% could only partially complete it, and 20.60% reported that Wushu was included in the plan but not implemented in class. This indicates that Wushu courses in some schools still remain at a formal level and lack stable class hours, clear progress arrangements, and process supervision. Insufficient curriculum implementation not only affects the continuity of students skill learning, but also weakens the effect of traditional Wushu cultural education.

3.3.2. Single Teaching Content and Methods and Insufficient Innovation

Current teaching content is mainly concentrated on basic skills, Wushu exercises, and boxing routines, while the proportions of weapons, Sanda, and independent creation are relatively low. Teaching methods rely heavily on explanation and demonstration, and layered teaching and game competition methods are not sufficiently applied. For primary school students, single and

repetitive movement practice can easily reduce learning interest and cannot meet the needs of students of different ages and ability levels. Therefore, the age suitability, interest, and hierarchy of teaching content still need to be strengthened.

3.3.3. Problems in Teacher Training and Assessment Mechanisms Make It Difficult to Comprehensively Improve Teaching Quality

Although most teachers have participated in Wushu training in the past three years, the number of training sessions cannot fully represent training quality. Existing training may have problems such as fragmented content, insufficient practical guidance, and a lack of follow-up support, making it difficult to form a continuous professional development mechanism. At the same time, curriculum evaluation relies more on attendance and skill results, and pays insufficient attention to the learning process, cultural cognition, cooperative performance, and individual progress, which is not conducive to comprehensively reflecting students learning outcomes.

3.3.4. Uneven Allocation of Wushu Teaching Resources and Insufficient Resource Support in Some Schools

Most teachers believe that equipment and venues can basically meet teaching needs, but some schools still have problems such as insufficient equipment, lack of special venues, or unstable financial support. Resource differences directly affect the development of weapons teaching, group practice, and campus Wushu activities. Especially for large-scale or weak-foundation schools, if continuous investment is lacking, curriculum quality and safety guarantees may both be affected.

3.4. Causes of the Problems in Wushu Teaching in Primary Schools in Chongqing

3.4.1. Teacher Level

Problems at the teacher level are mainly reflected in insufficient Wushu specialization and curriculum design ability. On the one hand, some teachers are not from a Wushu specialization. Although they have general physical education teaching ability, they may lack professional support in movement standardization, cultural explanation, and layered teaching. On the other hand, if existing training lacks systematic courses, practical observation, and follow-up guidance, it is difficult to effectively transform training into classroom teaching ability. In addition, some teachers are still accustomed to explanation-demonstration teaching and result-oriented evaluation, and pay insufficient attention to students active participation, process performance, and cultural learning.

3.4.2. School Level

At the school level, the main problems include unclear curriculum positioning, imperfect management mechanisms, and insufficient overall coordination of resources. Although some schools include Wushu content in their curriculum plans, they have not formed stable class hours, teaching progress arrangements, and quality monitoring systems, which makes the course easily crowded out by other activities. Meanwhile, schools insufficient support for teachers teaching research, training, and incentives also limits teaching innovation. Differences among schools in venues, equipment, and special funds further affect the balance of curriculum implementation.

3.4.3. Government Level

Government and education administrative departments still need to strengthen policy refinement, resource allocation, and quality supervision. Existing policies mostly emphasize the importance of traditional culture and school physical education, but class-hour requirements, content standards, teacher training, and evaluation mechanisms for primary school Wushu courses are still not specific enough. Without continuous supervision and regional coordination,

schools may easily emphasize form over quality in the implementation process, and resource-weak schools may also find it difficult to obtain sufficient support.

3.4.4. Parent Level

Parents cognition and support for Wushu education affect student participation. Some parents pay more attention to subjects such as Chinese and mathematics and have insufficient understanding of the fitness, character cultivation, and cultural inheritance value of Wushu courses. They may also worry about sports safety or think that traditional Wushu lacks appeal. Insufficient home-school communication makes it difficult for parents to understand students learning progress and curriculum value in a timely manner, which in turn affects their participation and support for school Wushu activities.

4. Conclusions and Suggestions

4.1. Conclusions

Through a survey of 233 primary school physical education teachers in Chongqing, this study finds that, first, most schools have included traditional Wushu in physical education courses, but there are obvious differences in curriculum completion and class-hour guarantees, and some schools still have a disconnection between planning and implementation. Second, teaching content is mainly based on basic skills, Wushu exercises, and boxing routines, and teaching methods are mainly based on explanation and demonstration, resulting in insufficient interest, hierarchy, and diversity in the curriculum. Third, teacher training has a certain coverage, but systematic design, continuity, and practical transformation still need to be strengthened; curriculum evaluation places more emphasis on attendance and skill results and pays insufficient attention to process-oriented and comprehensive learning outcomes. Fourth, school resources can generally meet basic teaching needs, but differences still exist among schools in venues, equipment, and funding. The above problems are closely related to teacher professional competence, school curriculum management, government support and supervision, and parental cognition.

4.2. Suggestions

In response to the above problems, the following suggestions are proposed. First, improve the curriculum implementation mechanism. Schools should include traditional Wushu in the annual physical education teaching plan, clarify class hours, content progress, and responsible parties, and establish teaching inspection and feedback systems to reduce the phenomenon that courses are crowded out or remain only at the planning level. Second, optimize teaching content and methods. According to students ages and ability levels, schools should reasonably arrange basic skills, Wushu exercises, boxing routines, basic weapons, and cultural etiquette content, and increase game-based, situational, cooperative learning, and layered teaching to improve curriculum interest and participation. Third, improve teacher professional development and evaluation mechanisms. Education administrative departments and schools should build a classified, layered, continuous, and progressive training system, and improve teachers specialized ability through special training, demonstration lessons, regional teaching research, and post-following practice. At the same time, a diversified evaluation system should be established that takes into account skill mastery, learning progress, classroom participation, cooperative performance, and cultural understanding. Fourth, optimize resource allocation and collaborative support. The government should increase support for weak schools in venues, equipment, and funding. Schools should improve the efficiency of special fund use and enhance parental understanding through open classes, achievement displays, and campus Wushu activities, forming a support pattern in which the government, schools, teachers, and families work together.

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