



A Study on the Optimisation of Public Physical Education Martial Arts Course Syllabus in Private Universities Based on the Outcome-Based Education——Take Wuchang Institute of Technology as an Example

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Abstract. This paper focuses on the research of optimising the syllabus of public physical education martial arts courses in private colleges and universities under the concept of Outcome-Based Education (OBE), combs through the existing problems of teaching objectives, teaching contents, teaching methods and teaching evaluation of public physical education martial arts courses in the Wuchang Institute of Technology of the innovative private colleges and universities, and carries the concept of OBE through the entire syllabus and the process of teaching practice, which is of great significance for improving the quality of public physical education martial arts courses in private colleges and universities, optimising the physical fitness of students, and cultivating composite talents in line with the times. It is of great significance to improve the quality of public physical education and wushu courses in private colleges, optimise the physical fitness of students, and cultivate composite talents that meet the requirements of the times.

Keywords: The OBE concept, Private colleges, Martial arts courses, Course Syllabus Optimizations.

1 Introduction

Private education is an important part of China's socialist education endeavour, an important growth point in the development of education and an important force in promoting education reform. The Ministry of Education (2019) Circular on the Implementation of the 'Double Ten Thousand Plan' for the Construction of First-Class Undergraduate Programmes states that 'the quality culture of talent cultivation should be taken as the centre, students should be placed at the centre, and output orientation and continuous improvement should be taken as the basic philosophy.' The OBE concept gives priority to the selection of teaching goals, teaching objectives, learning outcomes, and student achievement, and the focus of education is shifted to what students learn, and finally their own learning outcomes are demonstrated through the

curriculum, which is counterproductive to the teaching evaluation system [1]. This reverse educational design not only helps students to acquire professional knowledge and abilities, but also helps them to develop problem-solving skills in the learning process, thus truly nurturing the multi-talented talents required by society [2].

2 Research Method

2.1 Literature Review Method

Using Google Academic, Baidu Academic and other platforms, with "OBE", "results-oriented education", "syllabus optimization" and "martial arts course" as keywords, 378 articles related to "OBE", 226 articles related to "results-oriented education" and 170 articles related to "syllabus optimization" were searched and summarized. At the same time, through the school library to consult the OBE concept and teaching syllabus to develop related collection of books, collate and analyze the collected materials, provide theoretical support for the paper, and ensure that the research is reasonable and forward-looking.

2.2 The Expert Interview Method

According to the needs of the study, experts and professors from several institutions were interviewed in the form of face-to-face interviews and telephone calls, and the list of experts interviewed is shown in Table 1.

Table 1. List of experts interviewed.

Compella- tion	Organization	Professional title	Interview format
XX Wang	Central China Normal University	Professor	Interview
XX Dai	Wuchang Institute of Technology	Professor	Interview
XX Wang	Wuhan University of Technology	Professor	Interview
XX Huang	Hubei University	Professor	Interview
XX Sun	Hubei University	Professor	Phone, wechat
XX Wu	Wuhan Sports University	Professor	Phone, wechat
XX Li	Huazhong University of Science and Technology	Professor	Phone, wechat
XX Liu	Wuhan College	associate profes- sor	Interview
XX Li	Wuhan Technology and Business University	professor	Interview
XX Yu	Wuhan Business University	associate profes- sor	Interview
XX Wang	Wuhan College of Arts and Scienc- es	associate profes- sor	Interview

2.3 Logical Analysis Method

Comparative analysis of the collected data and literature, interview opinions and the public physical education martial arts course syllabus (talent cultivation programme) of the expert's university is carried out to summarize the correlation and similarities and differences in the data, so as to provide theoretical references for the scientific argumentation and optimization of the martial arts course syllabus.

3 Results and Analyses

3.1 Existing Problems with the Public Physical Education Martial Arts Syllabus

3.1.1 The Syllabus is Outdated and Does Not Interpret the OBE Philosophy.

Table 2. Wuchang Institute of Technology 2019 Edition Public Physical Education Martial Arts Syllabus Teaching Content Table (Semester 1)

Module	Teaching project	Credit hour	Executive summary
1	Martial arts-specific physical fitness	2	1. Introduce the special physical quality of martial arts and the teaching content, requirements and assessment methods of this semester 2. Learning 100 metres running technique
2	Martial arts-specific physical fitness	2	1. Learning long jump technique 2. Strength exercises
3	Martial arts-specific physical fitness	2	Learning middle and long distance running techniques
4	Martial Arts Overview	2	Learning basic techniques (fist, palm, hook hand), basic footwork (lunge, horse stance)
5	Introduction to Martial Arts	2	1. Learn basic footwork (pouncing step, false step, resting step) 2. Learn Five-step Fist
6	Overview of Ba Duan Jin	2	Hold the sky with both hands and manage the three jiao, shoot the eagle with the left and right bows.
7	Ba Duan Jin	2	To regulate the spleen and stomach, we must lift single-handedly, and look back after the five labours and seven injuries.
8	Ba Duan Jin	2	Shake the head and tail to remove the fire in the heart, climb the feet with both hands to strengthen the kidneys and waist.
9	Ba Duan Jin	2	Save the fist and eyes to increase strength, behind the back of the seven upside down to eliminate a hundred diseases
10	Review of movements	2	1. Review Five-step Fist; 2. Review Ba Duan Jin
11	Examinations (manoeuvres)	4	Examinations, manoeuvres
Total		24	

As can be seen from Table 2 and Table 3, the syllabus of public physical education martial arts class in Wuchang Institute of Technology is relatively single in its arrangement of teaching contents, mainly focusing on the teaching of basic movements

and routines of martial arts, and lacking in the cultivation of the theory, traditional culture and application ability of martial arts. This arrangement inevitably leads to students' difficulty in comprehending the essence and value of martial arts [3]. The course syllabus only focuses on students' mastery of basic martial arts movements and routines, and lacks goal-setting for students' comprehensive quality improvement and evaluability [4]. At the same time, these objectives are not integrated with students' career development and social needs, and lack foresight.

Through interviews, we found that a number of experts and scholars reflected that the evaluation system of martial arts courses in private colleges and universities focuses on the degree of mastery of technical movements, ignoring the evaluation of students' comprehensive quality and ability to improve [5]. This single evaluation method is difficult to comprehensively reflect the learning outcomes of students, and cannot stimulate students' interest and initiative in learning, which affects the effect of talent cultivation.

3.1.2 Inadequate Programme Objectives to Better Support Talent Training Objectives.

Taking the objectives of martial arts courses in the Wuchang Institute of Technology as an example, the existing course objectives, although specific, lack the element of ideology and politics that spreads traditional Chinese culture and promotes the national spirit [6, 7]. And the Basic Standards for Physical Education in Higher Education issued by the Ministry of Education also requires an innovative talent cultivation model, so that students can learn at least two lifelong benefits of physical exercise programmes and develop good exercise habits [8]. However, the current curriculum objectives are not clearly stated, missing the cultivation of students' lifelong awareness of physical exercise.

3.1.3 Traditionalisation of Teaching Models.

The structure of the traditional teaching model of martial arts class is preparation part, basic part and end part, and most teachers follow this process to complete the teaching substance. However, it was found that one week apart, students have forgotten most of the martial arts skills and knowledge. As can be seen from Table 2 and Table 3, many experts reflected that in today's booming modern technology, the teaching content of martial arts courses in Wuchang Institute of Technology lacks updating, is out of touch with the development of the times, focuses on the teaching of traditional routines and skills, and neglects the traditional culture behind martial arts to guide them. The teaching mode relies on the traditional teaching of teacher demonstration and student imitation, which lacks the cultivation of students' thinking and innovation ability, and fails to integrate modern education concepts, such as student-centred, outcome-oriented, and personalised teaching, into martial arts courses [9, 10].

Table 3. Wuchang Institute of Technology 2019 Edition Public Physical Education Martial Arts Syllabus Table of Content (Semester 2)

Module	Teaching project	Credit hour	Executive summary
1	Overview of Tai Chi theory	2	1. The status of developing Tai Chi Chuan sports in our school 2. Teaching plan and requirements of the martial arts option course in our school
2	The basic techniques and steps of Tai Chi Chuan	2	The basic body shape, posture, hand shape and footwork of Tai Chi Chuan
3	Basic Tai Chi Chuan techniques and steps	2	Learn 24-Pattern Taichi Chuan: Starting Posture, Left and Right Wild Horse Separate Manes, White Crane Shining Wings
4	24-Pattern Taichi Chuan	2	Learn Taichi Chuan's body shape, posture, hand form, and footwork. Left and right wild horse split mane, basic maneuvers, steps
5	24-Pattern Taichi Chuan	2	Learning left and right inverted curling macros, left and right sweeping bird's tail, single whip.
6	24-Pattern Taichi Chuan	2	Learn Yun Hands
7	24-Pattern Taichi Chuan	2	Learn high tanma, double peaks through the ears, right foot stirrup, turn around and stir the left foot.
8	24-Pattern Taichi Chuan	2	Review the learnt movements
9	24-Pattern Taichi Chuan	2	Learn left down independent and right down independent.
10	24-Pattern Taichi Chuan	2	Learn left and right shuttle
11	24-Pattern Taichi Chuan	2	Learn underwater needle, flash through arm
12	24-Pattern Taichi Chuan	2	Learn Turning and Moving Blocking Punch
13	24-Pattern Taichi Chuan	2	Learn Ru Seal Like Closure, Cross Hands, and Closing Stance.
14	24-Pattern Taichi Chuan	2	Review all the routines
15	Examinations (manoeuvres)	4	Examination
Total		32	

3.1.4 Single Stereotyped Substance and Lack of Student Interest.

Data tables and surveys have found that the existing martial arts curriculum adopts a ‘one-size-fits-all’ approach, with only three learning substances, which does not fully take into account the differences of students [11], limiting the overall development of students. Most colleges and universities offer university sports martial arts course teaching substance is mainly five-step boxing, eight-duanjin and Taichi Chuan, students in the teacher demonstration, explanation, practice process, feel that the procedure is fixed and unchanged, no ‘martial arts’ style, lose interest in learning martial arts, and even have anorexia [12]. The content of teaching ignores the individual differences and interests of students, and fails to meet the interests and learning needs of students [13, 14].

3.1.5 Teaching Evaluation is Mainly Summative and not Comprehensive Enough.

Table 4. Wuchang Institute of Technology 2019 Edition Evaluation and Assessment Form for Teaching and Learning of Public Physical Education and Martial Arts (Semester 1)

substance	Excellent (90-100)	Good (80-89)	Pass (60-79)	Failed (below 60)
1. Ba Duan Jin (70%)	1. Movements are standardised, breathing is smooth and intention is focused; 2. Demonstration of the integration of charisma with the characteristics of the project; 3. Harmony between movements and background music	1. The movements are more standardised, the breathing is smoother, and the intention is more concentrated; 2. Demonstrate a better integration of charisma and the characteristics of the project; 3. The movement is more consistent with the background music.	1. General movement, general breathing, general concentration of ideas; 2. Demonstration of the integration of charisma and project characteristics is general; 3. General co-ordination of movement and background music	1. Movement is not standardised, breathing is not smooth and intention is not focused; 2. Demonstration of charisma and project characteristics are not integrated 3. Inconsistency between movements and background music.
2. Five-step fist (30 %)	1. Skilled in the routines, coordinated and standardised movements, and in place of the gong frame; 2. Full of spirit, rounded movements, able to reflect the essence, qi and spirit.	1. The routines are skilful and the movements are relatively standardised; 2. Clear routes and directions; 3. Abundant strength and power, but the spirit and rhythm are more general.	1. the ability to perform the full set of techniques with some proficiency; 2. There is no apparent forgetfulness; 3. The course direction of the movement is basically correct; 4. Movement specifications are average.	1. unskilled movement of the routines; 2. uncoordinated and poorly specified movements; 3. Movements with obvious errors in the direction of the routes 4. Movements are clearly forgotten more than twice.

Teaching evaluation is not only a test of students' learning outcomes, but also a feedback and improvement of teaching effectiveness [15, 16]. However, in the literature research [17,18,19] and interviews, it is found that the feedback mechanism of teaching evaluation in the martial arts course syllabus of many colleges and universities nowadays is not perfect, and students often can only get simple scores or grades to evaluate, but lack of specific and targeted feedback and suggestions [20]. This insufficient feedback not only makes it difficult to help students correct their mistakes and improve their learning methods in time, but also may frustrate their learning motivation [21]. As can be seen from Table 4 and Table 5, the teaching evaluation of the 2019 version of the martial arts course syllabus of Wuchang Institute of Technology mainly focuses on assessing the mastery of students' martial arts technical movements, such as the standard of movements and the proficiency of routines. Although this evaluation method can intuitively reflect the students' technical level, it neglects the comprehensive consideration of the students' comprehensive quality and ability.

Table 5. Wuchang Institute of Technology 2019 Edition Public Physical Education Martial Arts Teaching Evaluation and Assessment Form (Semester 2)

substance	Excellent (90-100)	Good (80-89)	Pass (60-79)	Failed (below 60)
24-Style Taichi	1. The routine is skilful, the movements are coordinated	1. The movements are more standardised, the breathing is smoother, and the intention is more concentrated;	1. General movement, general breathing, general concentration of ideas;	1. Movement is not standardised, breathing is not smooth and intention is not focused;
	Chuan eyes, body, method and steps are coordinated, and the gong frame is in place;	2. Demonstrate a better integration of charisma and the characteristics of the project;	2. Demonstration of the integration of charisma and project characteristics is general;	2. Demonstration of charisma and project characteristics are not integrated
	Specifications (60%)	2. Harmony and consistency between the movements and the background music, and coordination of chi rhythm.	3. The movement is more consistent with the background music.	3. Inconsistency between movements and background music.
	Artistic expression of 24-pattern Taichi Chuan movements (40 %)	Full of spirit, rounded movements, hand-eye co-ordination, able to embody essence, vitality and spirit.	There is hand-eye co-ordination, but the spirit and rhythm are more average.	There are brief periods of uncoordinated movement, but they are not noticeable, and the spirit and rhythm are average.
				Uncoordinated movements, no essence, breath, spirit, wrong rhythm.

3.2 Optimising and Improving the Syllabus of Public Sport Martial Arts Courses

On the basis of comprehensive multi-party research and expert interviews, the preparation and optimisation of the 2023 version of the university physical education martial arts course syllabus began in the autumn of 2023. After summarising the problems of the 2019 version of the syllabus and comparing the relevant experiences of other similar institutions, the 2023 version of the syllabus will be optimised and improved based on the OBE concept in the following aspects.

3.2.1 Improvement of the Curriculum Objectives of Martial Arts Classes and Consolidation of the Development Needs of Talent Training.

Table 6. Wuchang Institute of Technology 2023 Edition Public Martial Arts Syllabus Course Objectives and Major Graduation Requirements Supporting Relationships

Graduation requirements	Graduation Requirements Indicator Points	Supporting relationship of programme objectives to graduation requirements
(Engineering)	(Engineering) Possess sound personality and healthy body and mind, have a good sense of teamwork, be able to get along harmoniously with team members, work collaboratively and play an active role in team activities.	competency target
Individual Team		
(Arts) Teamwork		
(Teacher Training)	(Arts) Have a good sense of teamwork, be able to get along with team members harmoniously, work	

Communication and	collaboratively, play an active role in team activities, and have certain organisational and management skills.	
Co-operation	(Teacher Education) To be able to write reports and design scripts, presentations and speeches on issues in the field of education, and to discuss and communicate effectively with peers and the public; to have a good sense of teamwork, to be able to get along harmoniously and work collaboratively with team members, to play an active role in team activities, and to have some organisational and management skills.	
Lifelong Learning	(Engineering) A sense of independent and lifelong learning, the ability to keep abreast of domestic and international developments related to their majors, the ability to formulate career development plans in a rational manner, and the ability to adapt to the development of society.	
(Engineering)	(Arts) A sense of independent and lifelong learning, the ability to keep abreast of domestic and international developments relevant to their majors, the ability to formulate career development plans in a rational manner, and the ability to adapt to the development of society.	Competence Objectives
(Arts) Lifelong Learning	(Teachers' Training) To have a sound personality and a healthy body and mind, to have an awareness of independent and lifelong learning, to be able to formulate career development plans in a reasonable manner, and to have the ability to adapt to the development of the society.	Quality Objectives
(Teacher Education)	(Arts) To have a healthy body and good psychological quality, to develop good exercise habits and lifestyle, to be able to correctly understand the laws of nature and social development, to correctly deal with interpersonal relationships in society, and to be able to effectively control and regulate one's	Knowledge Objectives
Integrated Education		quality objective
(Arts) Physical and mental qualities		

The newly formulated teaching objectives of martial arts classes cover three aspects: knowledge, ability and quality. Knowledge Objective: Students are required to master the basic theories, skills and practice methods of sports and martial arts, understand the fitness principles of traditional sports programs, be able to use martial arts skills to exercise scientifically, and have the ability to appreciate the cultural literacy and appreciation of sports, and uphold the concept of "health first". Ability Goal: Students need to master the treatment of common sports injuries, regulate the body and mind with the help of martial arts, and improve the psychological state. At the same time, they should enhance the sense of solidarity, rules, innovation and enterprise, cultivate team spirit, improve interpersonal skills and develop an optimistic attitude towards life. Quality Objective: Through the study of martial arts, cultivate students' spirit of patriotism and collectivism, and shape their willpower quality of tenacity and self-challenge. Stimulate students' interests and hobbies, equip them with the sense of independent learning, the ability of continuous learning and adaptive development, and develop the habit and awareness of lifelong exercise. The most central optimization of the 2023 version of the martial arts syllabus is the need for a one-to-one correspondence between the course objectives and the support of the major graduation requirements, and for different goal orientations for engineering, liberal arts, and teacher education majors, As shown in Table 6.

3.2.2 Optimising the Syllabus and Interpreting the OBE Philosophy.

The 2023 version of the syllabus optimizes the OBE concept as the educational policy, fully respecting the status of students as the main body. Teaching activities are student-oriented, guiding students to think actively, study hard and cultivate their analytical and problem-solving abilities [22]. Make full use of the practice method, the game method, the role model method to improve students' enthusiasm for learning and improve the teaching effect [23]. In teaching students should bear appropriate

sports load, scientific and gradual training, focusing on the combination of theory and practice. At the same time, the combination of martial arts etiquette, martial arts routines, teaching competitions, physical exercise substance and ideological education, cultivate students' optimistic and enterprising, pioneering and innovative and competitive personality, and strengthen the aesthetic psychology [24, 25].

3.2.3 Enrich the Teaching Content and Apply the Online Teaching Mode.

As shown in Table 7, the 2023 version of the martial arts course syllabus of Wuchang Institute of Technology innovatively builds a “MOOC+SPOC” hybrid teaching mode. In addition to offline teaching, the platform and modularization as the basic form, prepare rich online resources for students, use the MOOC platform to expand students' knowledge, tailored to the needs of the students, targeted interactive, personalized teaching, full practice of student-led, teacher-led online and offline hybrid teaching mode, to fully meet the students' learning needs for different sports.

Table 7. Wuchang Institute of Technology 2023 edition of the public martial arts syllabus online teaching substance

Course name	Physical Education (I)- Martial Arts I	Course Code	431011001
Applicable special- ity (direction)	All majors in the university	Term	first term
total duration	40 (32 offline + 8 online)	credits	2.5
Weekly credit hours	3	prerequisite course	none
Type of course	general education	Nature of the pro- gramme	a required course
Course Offerings	Physical Education	Basis of preparation	2023 version of the talent development programme
Online 8 hours Self-directed learning	(1) To understand the purpose and mission of school sports through online learning. (2) To understand the basic theory of martial arts and other sports and to master their basic techniques. (3) To master the basic general knowledge of martial arts and other sports, and to improve students' sports appreciation.		
Online Learning Substance	1. Basketball; 2. Ba Duan Jin; 3. Taichi Chuan; 4. Taekwondo; 5. Shuttlecock; 6. Roller Skating; 7. Figure Skipping; 8. Athletics; 9. Sports Dance; 10. Sports Injury and Prevention and Treatment		

3.2.4 Optimising Teaching Tools and Improving Teaching Methods.

The 2023 version of the martial arts course syllabus enriches the teaching tools and improves the teaching methods on the basis of the corresponding course objectives. In order to reach the OBE teaching concept, the course mainly adopts the following

teaching methods: (1) Lecture method (2) Explanation and demonstration method (3) Decomposition practice method (4) Error correction method (5) Sets of combinations of exercises (6) Game method (7) Role model method (8) Mutual assistance method.

3.2.5 Sound Evaluation Methods for Teaching Martial Arts.

Based on the characteristics of the martial arts course curriculum, the teaching evaluation method is sound. 2023 version of the martial arts course assessment adopts the combination of process assessment and final assessment, the process assessment score accounts for 50% of the total evaluation grade, and the final grade accounts for 50% of the total evaluation grade. The process assessment includes classroom practice participation, classroom dress and teamwork, classroom training technique evaluation, and online independent learning. The final assessment of the 1st semester consists of five-step boxing, eight-duanjin, and standing long jump; the final assessment of the 2nd semester consists of Taichi Chuan technical movement specifications, artistic performance, and standing long jump, and the ratio is more refined.

4 Conclusions and Recommendations

4.1 Conclusion

(1) The substance of the 2019 version of the syllabus of martial arts courses in Wuchang Institute of Technology is outdated, does not interpret the OBE concept, and cannot adapt to the current educational reform and social development needs.

(2) The objectives of the martial arts course syllabus are imperfect, and it is difficult to support the talent cultivation objectives.

(3) The teaching mode of the syllabus is traditional, and the teaching resources and means cannot meet the students' individualized learning needs.

(4) The teaching substance is outdated and fails to reflect the concept of student-centered and output-oriented OBE education.

(5) Teaching evaluation relies too much on summative evaluation and lacks comprehensive consideration of students' comprehensive quality.

4.2 Suggestion

(1) The optimization of martial arts course syllabus in private colleges and universities should be supported by the OBE concept, take students as the main body, and pay attention to cultivating students' analytical and problem-solving abilities.

(2) The optimization of martial arts course syllabus needs to improve the course objectives, combined with the OBE concept, the support relationship between the course objectives and the professional graduation requirements need to correspond to the same.

(3) The optimization of martial arts course syllabus should enrich the teaching content, and fully practice the online and offline mixed teaching mode with students as the main body and teachers as the main body.

(4) The optimization of martial arts course syllabus should enrich teaching means and improve teaching methods. Improve students' participation and learning interest.

(5) The optimization of martial arts course syllabus should improve the teaching evaluation method and establish an evaluation system that combines process evaluation and summative evaluation.

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