

Research on the Training System of International Martial Arts Ambassadors from the Perspective of Cross-Cultural Communication

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Abstract: This article focuses on the core role of international ambassadors for martial arts in the cross-cultural dissemination of Chinese martial arts. Through in-depth research on the construction of the training system, it explores elements such as positioning, planning, assurance, and educational systems. The emphasis is on cultivating martial arts communicators with comprehensive qualities and cross-cultural communication abilities, inheriting cultural connotations, spiritual values, and moral concepts. The introduction of enrollment, service, and teaching systems aims to establish a scientifically flexible selection mechanism and provide comprehensive support. The evaluation and feedback system aims to understand the learners' learning, development, and application in cross-cultural communication, optimizing training strategies. The ultimate goal is to cultivate martial arts international communicators with international competitiveness and cultural communication abilities, providing strong support for showcasing the profound cultural connotations of Chinese martial arts on the international stage.

Keywords: International Martial Arts Ambassadors; Cross-Cultural Communication; Training System

1. Introduction

As a representative of traditional Chinese culture, martial arts bear the important mission of enhancing the country's cultural soft power and establishing the national cultural image. Cross-cultural communication holds profound significance for enhancing China's cultural soft power, establishing the national image, and showcasing the contemporary value of Chinese martial arts. While institutions like Confucius Institutes have promoted the cross-cultural dissemination of martial arts culture, the greatest challenge lies in the lack of martial arts communicators with international capabilities. Therefore, cultivating communicators with a comprehensive, specialized, and high-quality skill set becomes a key measure to ensure the international dissemination of martial arts. This study aims to construct a scientifically reasonable training system, providing strong talent support for people worldwide to understand traditional Chinese culture more intuitively, scientifically, systematically, and reasonably, and facilitating Chinese martial arts to reach the world more quickly and effectively.

2. The Connotation of International Martial Arts Dissemination

International dissemination of martial arts is deeply rooted in the cultural origins of martial arts and evolves continuously with the long river of history and deepening cross-cultural exchanges. This form of dissemination extends beyond the inheritance of martial arts skills to encompass multiple layers of cultural connotations, ranging from material cultural characteristics and institutional connotations to profound spiritual and cultural aspects. The dissemination of martial arts is characterized by its complex diversity, involving not only Chinese culture but also other ethnic cultures, Asian cultures, and cross-cultural interactions among individuals. Throughout the dissemination process, international martial arts dissemination exhibits multiple characteristics, constructing a dynamic and vibrant dissemination system [1].

The international martial arts dissemination system comprises communicators, recipients, information carriers, and participants, with communicators playing a crucial role throughout the entire process. Communicators not only bear the responsibility of transmitting information but also control the dissemination content, direction, and feedback of information. This form of dissemination is more than a simple transmission of information; its dynamic nature challenges communicators to meet higher

demands in the era of information technology. The dissemination chain begins with the formation of martial arts cultural information, and through processes such as processing, transmission, reception, and utilization, it constructs a complete and systematic international martial arts cultural dissemination model. The dissemination, reception, and understanding of martial arts cultural information constitute its main features and fundamental patterns [2].

3. The cultivation of international martial arts disseminators faces challenges and reasons for analysis from a cross-cultural communication perspective

3.1 Lack of Systematic Training System for Disseminators

China faces significant challenges in the training of talents for the international dissemination of martial arts, primarily due to the lack of a systematic training system for communicators. Despite the advantages of sports universities in inheriting traditional martial arts culture, they often overlook the comprehensive development of martial arts communicators, resulting in the underutilization of potential outstanding resources. The current training model is not aligned with social demands and international communication trends, leading to a challenge in adapting traditional martial arts for international dissemination and affecting the global status and promotion of Chinese traditional martial arts culture. Of particular concern is the insufficient quality and structure of talent resources for the international dissemination of traditional Chinese martial arts, with a shortage of communicators possessing an international perspective. Therefore, there is a need for a more systematic and comprehensive development of the training system to enhance the overall competence of martial arts communicators, enabling them to better adapt to and lead the new trends and demands in the international dissemination of martial arts [3].

3.2 Severe Shortage of Composite Teaching Faculty

China's international martial arts communication education faces a significant challenge due to insufficient teaching staff, particularly the inadequate structure of the teaching team. The education in the field of training international martial arts communicators started relatively late, and the underdeveloped nature of the program has resulted in a teaching staff that cannot meet the demand. Currently, teachers involved in the training of international martial arts communicators are primarily categorized into those specializing in martial arts theory, technical movements, regular foreign language instruction, and composite teachers who can integrate foreign languages into martial arts courses. However, composite teachers capable of combining foreign languages with martial arts-specific course instruction are relatively scarce. This highlights a severe shortage of composite teaching staff, impeding the seamless integration of martial arts knowledge and skills with theoretical knowledge related to the international communication of martial arts. This limitation hampers the cutting-edge and practical aspects of the teaching system, ultimately affecting the quality of training for international martial arts communicators [4].

3.3 Lack of Clearly Targeted Training Strategic Objectives

At the current stage, the positioning of talent cultivation in the field of Chinese martial arts is relatively vague, particularly regarding the training of international ambassadors for martial arts, which faces certain issues. Historically, talent cultivation in Chinese martial arts has primarily focused on coaches, researchers, and basic education faculty, neglecting clear training objectives for international martial arts communicators. This has resulted in a situation where the professional expertise and theoretical knowledge of individuals engaged in international martial arts dissemination may not fully meet the demands of global communication in the context of martial arts internationalization. The lack of targeted training strategies and goals may lead to misunderstandings and difficulties for martial arts international communicators in cross-cultural communication, making it challenging for them to fulfill their roles effectively.

3.4 Varying Levels of Proficiency among Martial Arts Disseminators

Currently, the proficiency levels of international martial arts disseminators exhibit diversity and complexity. Individuals involved in this field come from various backgrounds, including overseas coaches, martial arts enthusiasts, students in sports institutions, and professionals working in sports-related roles. This diversity has led to disparities in their theoretical knowledge related to the

international dissemination of martial arts and has caused some misunderstandings among foreign learners about martial arts [5].

Furthermore, high-quality, systematically trained international martial arts disseminators are relatively scarce. One key reason for this phenomenon is the lack of a specialized training mechanism tailored to this category of talent. Therefore, it becomes crucial to reasonably classify and differentiate various types of martial arts talents and establish multidimensional evaluation methods and training strategies. A qualified international martial arts disseminator not only needs to possess a high level of expertise and skills in martial arts but also requires additional comprehensive qualities and abilities. These include an understanding and cultivation of traditional Chinese culture, learning foreign languages for effective communication, and awareness and mastery of foreign cultural characteristics, customs, and habits. It is through this multidimensional competence that individuals can better fulfill the role of international martial arts disseminators, promoting a broader dissemination and understanding of martial arts culture [6].

4. Training System Construction for International Martial Arts Disseminators from the Perspective of Cross-Cultural Communication

4.1 Theoretical Foundation

4.1.1 Adult Learning Theories for International Martial Arts Disseminators

As adults, the cultivation of international ambassadors for martial arts involves the significant application of adult learning theories. Adult learning has distinct characteristics compared to the learning processes of children or adolescents. Therefore, when training international martial arts communicators, it is essential to consider the unique patterns of adult learning. Adult learning theories emphasize self-directed learning and a gradual process, focusing on individual active participation and self-guidance in the learning process. Under this theoretical framework, the process of cultivating martial arts communicators can be divided into four key stages: creating an active learning environment, identifying learning needs and goals, designing, organizing, and managing the learning process, as well as evaluating and diagnosing learning outcomes.

In this process, teachers are not only knowledge disseminators but also guides and facilitators, dedicated to fostering a learning model that encourages self-discovery, self-engagement, and problem-solving for communicators. The subjectivity of communicators is fully reflected in the teaching process, emphasizing individual cultural backgrounds, learning characteristics, attitudes, and skill needs. This approach promotes the accumulation of self-knowledge and the ability to address practical issues for international martial arts communicators [7].

4.1.2 Pedagogical Content Knowledge (PCK) Theory in Training Teaching Faculty

The Pedagogical Content Knowledge (PCK) theory is a crucial concept proposed for the field of education, emphasizing that teachers need to possess not only content knowledge but also pedagogical knowledge and skills on how to effectively impart this knowledge to students. In the training of international ambassadors for martial arts, the application of PCK theory is of paramount importance. This implies that teachers must not only have profound knowledge and skills in martial arts but also understand how to effectively convey this knowledge to learners, employing different teaching strategies and methods to ensure that students can comprehend and master the essence and cultural significance of martial arts.

4.1.3 Foundational Theories for Training System Construction

Grounded Theory, as a research method, aims to establish, advance, and validate theories to address specific phenomena or problems through systematic data collection and analysis. Its application in the construction of the training system for international ambassadors of martial arts relies on existing literature. By employing processes such as organizing, summarizing, inducing, and abstracting, the goal is to construct a practical training system. The construction process of this system focuses on addressing the real-world issues faced in the training of martial arts communicators, avoiding the shortcomings of a severe disconnect between substantive theory and one-sided experiential research. This ensures that the constructed system adheres to the rigorous theoretical testing and evaluation standards of Grounded Theory [8].

The specific steps include collecting relevant literature, forming a structured theoretical framework through organization and abstraction, and gradually constructing a training system for international

ambassadors of martial arts that meets practical needs based on this foundation.

4.1.4 CIPP Evaluation Model for Training System Assessment

The CIPP evaluation model (Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation) plays a crucial role in constructing the training system for international ambassadors of martial arts. Firstly, Context Evaluation emphasizes understanding the international environment, societal needs, and training objectives, providing a foundation for developing appropriate strategies. Secondly, Input Evaluation focuses on optimizing enrollment, selection, and training resources to ensure the maximization of system effectiveness. Process Evaluation concerns the operation of the training system, utilizing feedback data for real-time adjustments to ensure the achievement of training goals. Lastly, Product Evaluation examines the training outcomes, allowing for adjustments and improvements to the system [9].

Through continuous evaluation and feedback, this model facilitates ongoing improvements to the training system, ensuring its scientific, advanced, and practical nature.

4.2 Guiding Principles

4.2.1 Principle of Scientific Rigor

The principle of scientificity is crucial in the training system for international ambassadors of martial arts, requiring that the construction and implementation of the training system comply with national regulations, regulations set by the Ministry of Education, and consider societal development needs. Additionally, it must adhere to the specific patterns of talent cultivation in martial arts. Each stage must be legal and compliant, meeting the requirements of the education authorities to ensure that the system's construction is reasonable and legal. The continuous development of the system must proceed in a scientific, standardized, and effective direction, ensuring that the training of international martial arts communicators occurs within the legal framework, aligns with educational standards, and is in line with societal needs and talent development trends.

4.2.2 Principle of Advancement

The Principle of Advancement is a crucial guiding principle in the training system for international martial arts disseminators, focusing on staying abreast of contemporary trends. It is supported by the latest research findings and theories, aiming to continuously break through traditional, singular talent development models. Through innovative teaching methods and leading educational development trends, the goal is to cultivate martial arts disseminators who possess international advanced concepts and perspectives.

4.2.3 Principle of Practicality

The Principle of Practicality is of utmost importance in the training system for international martial arts disseminators. It emphasizes establishing clear training objectives and implementing effective teaching activities and evaluation feedback mechanisms. This system should have interconnected components, operate independently and effectively, possess operability, and be able to leverage the social environment to provide a learning platform and a path for implementation. It aims to create conditions for the enhancement of the professional competence of international martial arts disseminators [10].

4.3 Analysis of Elements in the Construction of the Training System for International Martial Arts Disseminators from a Cross-Cultural Communication Perspective

4.3.1 Analysis of the Training Positioning for International Martial Arts Disseminators

The training positioning of international martial arts disseminators is a critical issue related to cross-cultural communication and the transmission of values. Its positioning should revolve around the integration of diverse cultures and the inheritance of the essence of martial arts, aiming to cultivate disseminators with comprehensive abilities and cross-cultural communication skills. This positioning implies a focus not only on imparting martial arts skills but also on the transmission of cultural connotations, spiritual values, and moral concepts underlying martial arts. International martial arts disseminators need to serve as cultural bridges, understanding and respecting differences between various cultures, and avoiding misunderstandings and ambiguities when disseminating martial arts culture. This training positioning also requires disseminators to possess an international perspective and

language communication skills, enabling them to effectively convey the charm of Chinese martial arts in cross-cultural environments and promote communication and understanding between different cultures. The key to the training positioning lies in balancing the inheritance of traditional martial arts skills with the demands of modern international dissemination, creating a team of martial arts disseminators with comprehensive abilities and an international outlook. This ensures that Chinese martial arts showcase its profound cultural richness and positive image on the international stage.

4.3.2 Planning Analysis of the Training Program for International Martial Arts Disseminators

4.3.2.1 Introduction of Enrollment System

The introduction of the enrollment system for the cultivation of international martial arts communicators is crucial, and its design should be based on comprehensive and stringent selection criteria to attract students with an international perspective, martial arts expertise, and cross-cultural communication skills. The enrollment criteria should be clear, emphasizing students' enthusiasm, international perspectives, and learning potential. The enrollment process should focus on selecting students with cross-cultural awareness and foreign language communication skills, as well as a passion for international martial arts communication. The introduction of the enrollment system should also consider the integration of martial arts expertise with interdisciplinary fields such as international communication and cultural studies to cultivate students' comprehensive abilities. Establishing a scientific and flexible selection mechanism, including exams, interviews, and evaluations, is essential to ensure a fair and objective enrollment process that favors the selection of students with potential and capabilities. Continual optimization and adjustment of the enrollment system, keeping pace with the trends in international martial arts communication and meeting the needs of students, are crucial to ensuring the comprehensive development of students in the training process, contributing more value to international martial arts communication.

4.3.2.2 Service Assurance System

The service assurance system in the planning of the training program for international martial arts disseminators is a critical element to ensure students receive comprehensive support and safeguards throughout the cultivation process. This system goes beyond teaching and focuses on the holistic development and needs of students. The service assurance system encompasses various support measures, such as professional guidance, psychological health support, provision of learning resources, and international exchange opportunities.

Firstly, providing professional guidance is a crucial component to ensure students' success. This involves implementing a mentorship system or guidance teams to ensure that students receive effective guidance and support in academic and professional development. Secondly, psychological health support is also vital, offering psychological counseling services and mental health education to help students cope with stress, adapt to new environments, and maintain a positive mindset. Additionally, providing abundant learning resources, including library resources, technical facilities, and practice venues, offers students ample learning conditions and practical opportunities.

Most importantly, providing international exchange opportunities for students, such as international exchange programs, internships, or volunteer activities, enables them to broaden their international perspectives, enhance cross-cultural communication experiences, and elevate their competitiveness and influence in the field of international martial arts dissemination.

4.3.2.3 Educational Teaching System

In the planning of the Martial Arts International Communicator Training Program, the construction of the educational teaching system is of utmost importance. This system should be based on a diverse and systematic teaching model, covering various aspects such as martial arts skills, cultural connotations, international perspectives, and cross-cultural communication. The design of the curriculum should take into full consideration the characteristics of international communication, including understanding foreign cultures, Western cognitive approaches, language communication skills, and more.

The development of the educational teaching system should incorporate modern teaching philosophies and integrate advanced technological tools, such as online teaching platforms and virtual reality technology, to provide a more diverse and practical teaching environment. Additionally, the construction of the teaching faculty is crucial, focusing on nurturing teachers with an international perspective and professional skills.

The educational teaching system should introduce modern teaching philosophies and integrate advanced technologies, such as online teaching platforms and virtual reality, to provide a more diverse and practical teaching environment. Simultaneously, the development of the teaching faculty is crucial, focusing on nurturing teachers with an international perspective and professional skills. The teaching evaluation mechanism should span the entire teaching process, from curriculum design to the assessment of learning outcomes, ensuring comprehensive monitoring and optimization of teaching effectiveness.

4.3.3 Evaluation and Feedback System for the Training of International Ambassadors of Martial Arts

The evaluation and feedback system for the training of international ambassadors of martial arts is an essential component to ensure that the training system is scientific, advanced, and practical. This system aims to comprehensively and dynamically understand and assess the learners' learning, development, and application in cross-cultural communication through a systematic evaluation mechanism. This allows for timely adjustments to the training strategies, ensuring the achievement of training goals.

Contextual assessment serves as the starting point for the evaluation feedback system, focusing on the background of training for international ambassadors of martial arts, the international environment, and societal needs. In-depth understanding of the learners' context, including trends in international martial arts dissemination and talent demands, helps determine appropriate training goals and strategies. The assessment at this stage provides the foundation for constructing the training system, aligning it with societal developmental needs.

Input assessment focuses on the resources that learners encounter throughout the training process, including instructors, teaching materials, facilities, etc. Evaluating these input elements ensures proper resource allocation in the training system, optimizing enrollment, selection, and training resources to better serve the learners' needs.

During the process evaluation stage, learners' performance in learning, practice, and cross-cultural communication activities is monitored and evaluated in real-time. This includes the effectiveness of teaching methods, learners' mastery of the discipline, cross-cultural communication skills, etc. Assessing the training process allows for timely adjustments to teaching strategies, ensuring the comprehensive development of learners in the training system.

Results evaluation summarizes the entire evaluation and feedback system, focusing on the actual achievements of learners in the training system. This includes their performance in the field of international martial arts dissemination, understanding, and application of international cultures, etc. Results evaluation provides lessons learned for the long-term development of the training system, aiding continuous improvement of training goals and strategies, ensuring that learners are more competitive and influential on the international martial arts stage.

5. Conclusion

The cultivation of international ambassadors for martial arts is not only a crucial element in advancing the strategy of international martial arts dissemination but also a top priority in the long-term development strategy of the internationalization of Chinese martial arts. Its construction aligns with the trends of the times and holds profound and significant implications for enhancing the country's cultural strength, highlighting soft power, and sculpting the national image. Therefore, the nation, society, and higher education institutions should highly prioritize the training of international ambassadors for martial arts to provide reliable and solid talent support, making a positive contribution to showcasing the unique charm and value of Chinese martial arts to the world. These ambassadors should possess diverse, specialized, and high-level qualities to fulfill the responsibilities and missions bestowed upon them by the era. They spare no effort in promoting the international reputation of Chinese martial arts, taking on the crucial role of fostering cultural exchange, understanding, and respect, contributing their efforts to the global dissemination of Chinese martial arts.

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