

# Research on the Inheritance Path of Sports Intangible Cultural Heritage in Universities—Take Hunan "Meishan Wushu" as an Example

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**Abstract:** The intangible cultural heritage of sports is a particularly vibrant and expressive subset of intangible cultural heritage, and it represents the wealth of human civilisation. This article uses literature, expert interviews and other methods to analyse the formation and development of the national intangible cultural heritage Meishan Wushu, the realistic dilemma, and the feasibility and difficulty of the development of universities from the perspective of university inheritance. The findings of the study demonstrate that there are significant obstacles to Meishan Wushu's development, such as alterations to the natural ecological setting and a lack of inheritor succession. Then it is suggested that the policy, teacher, and student-centered growth path in the legacy of colleges and universities should be supported in order to support the legacy and development of Meishan Wushu for sports. Lessons can be drawn from the promotion of intangible cultural heritage.

**Keywords:** Sports Intangible Cultural Heritage, Traditional National Sports, Meishan Martial Arts

## 1. Introduction

A significant component of intangible cultural heritage, sports' intangible cultural heritage is a traditional cultural form with the values of entertainment, competition, education, viewing, and other values distilled by people from the practice of social life in accordance with the logic of historical development. Sports are also a very expressive form and have a high vitality among intangible cultural heritage items. [1]. However, the cultural ecology of our nation has undergone a significant change due to the deepening of the globalization trend and the acceleration of the modernization process, and the impact is negatively affecting the intangible cultural heritage. [2]. In 2019, the State Council noted that "enriching the spiritual and cultural life of the people, to strengthen the protection and utilization of cultural relics and intangible cultural heritage inheritance" were among the key work departments' division of labor opinions regarding the implementation of the "Government Work Report." In 2014, the national intangible cultural heritage protection list's fourth batch included Meishan Wushu as a representative national sports program from Hunan. In order to provide a path choice for the inheritance and development of Meishan Wushu as well as a reference idea for the promotion of the intangible cultural heritage of sports, this paper uses Hunan's "Meishan Wushu" as an example and analyzes its formation and development from the perspective of university inheritance. Providing a path choice for the inheritance and growth of Meishan Wushu as well as a reference notion for the promotion of the intangible cultural heritage of sports by fusing the realistic dilemma of its development with the development status quo of colleges.

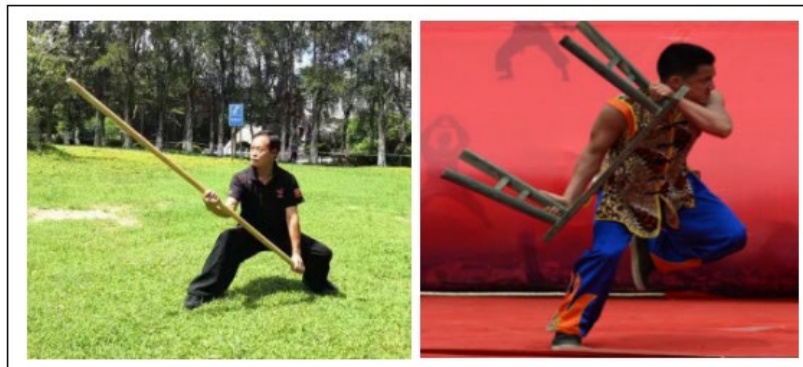
## 2. Meishan Martial arts Formation and Development

Due to its location in the hill basin, the territory of the peaks and mountains, miasma, frequent animal infestation, lack of access to transportation, and difficult natural surroundings, the Meishan area has been known as the southern barbarous since antiquity. The earliest, most practical action abilities are developed by the Meishan ancestors through the deliberate arrangement of training to battle nature for survival. Meishan martial arts also had a precursor at this period. The god of war Chi You was the leader of the Jiu Li tribe, and Meishan was known as "Chi You hometown" at the period. There was

ongoing conflict between the four sides, with the Yan Huang two emperors engaged in battle for control of the Central Plains and the Zhuo Lu war. There are records in many historical materials: "The Records of the Grand Historian - The Five Emperors' Chronicles": "Chi You made a mess and did not use the emperor's order. The Yellow Emperor is then to levy division vassals, and Chi You war in Zhuo Lu's field, then bird kills Chi You". They fled to the barbarous Meishan land after being defeated. Witchcraft emerged as a result of the concept and conviction that Meishan ancestors were in desperate need of spiritual comfort due to the geographic environment, which was blocked off to poor Meishan at the time and gave rise to the ancient or primitive "witch" culture. The head of the witch is responsible for organizing sacrifices, providing hospitality, daily instruction, and other things while the tribal members pray for benefits and the abolition of calamities. Chi You, sometimes referred to as the witch's head, is the leader of the Jiu Li tribe. Meishan martial arts have more potent cultural overtones as a result of the historical development of sorcery and color in "Chi society," "Meishan teach," and other areas. As a result, the enigmatic and ancient Meishan martial arts started to emerge in the conflict with nature and proceeded to develop and sublimate during the numerous battles.

The national traditional martial arts school of Meishan gradually developed highly Meishan cultural traits as it developed during the ancient Chi period, in the long river of history, along with the hard effort, simplicity, pugnacious, and courageous spirit of the Meishan people. It mostly happened during the following three times:

First of all, the Song Dynasty adopted a lenient policy of integrating "Meishan barbarians" after the court failed to successfully complete multiple conquests throughout the first and second centuries. "Baoqingfu Zhi" states: "Build two euphony, named Anhua, Xinhua, to Anhua under the Tanzhou, to Xinhua under the Shaozhou." At this time, Confucian culture also arrived, and the Meishan people were influenced by it. As a result, Meishan martial arts started to change, and the Meishan people gradually reduced their use of martial arts to protect themselves against external adversaries. Meishan Wushu likewise underwent a transformation, going from a martial art of military fighting with uniform training for the entire clan to a folk martial art with haphazard training [3]. The Meishan bench and Meishan stick, which are popular folklife equipment, are shown in Meishan Wushu in Figure 1.



*Figure 1: Meishan Wushu Arts Appliances*

Second, the Party and the government undertook an extensive and unprecedented process of ethnic identification and recognition following the foundation of New China [4]. In this time, Meishan Wushu experienced previously unheard of development chances. In order to preserve and organize the Wushu heritage, the State General Administration of Sport released the Notice on the Excavation and Organization of Wushu Heritage in 1979. Meishan Wushu was thus once more recognized as a rare and distinctive Wushu heritage with regional peculiarities [5]. Meishan Wushu therefore evolved as the primary social and cultural activity of the villagers because of the time period's generally better living conditions but still relatively primitive economy and culture. Additionally, Xinhua County was designated by the State General Administration of Sports as the "Hometown of Wushu" in China several times throughout this time, and in 2014 it was included to the National Representative List of Intangible Cultural Heritage.

Then, during the period of reform and opening up: under the direction of the socialist market economy system, economic life became richer, the mode of production changed, and the youth in the Meishan area went out to work or do business, so the group of practitioners of Meishan Wushu was condensed. The development of a single, straightforward, and antiquated Meishan Wushu gradually can't meet people's needs; its influence in people's social lives is waning; combined with the introduction of Western sports and athletics, this has dealt the Meishan Wushu a severe blow.

### **3. Realistic Dilemma of Meishan Wushu Development**

#### ***3.1. Changes in the Original Ecological Living Environment***

The growth of traditional national sports is intricately related to the environment's natural, social, and economic conditions. Meishan Wushu was created in a harsh natural environment, perfected in a turbulent social environment, and changed logically over time to adapt to the times. However, as globalization and accelerated modernization have gained strength, China's cultural ecology has undergone significant change, and the impact on intangible cultural heritage has grown [6]. Threats exist to Meishan Wushu's development. Meishan Wushu, for instance, once allowed one to defend oneself, safeguard one's home, and watch over one's family, but this function is no longer clear in today's culture. Individuals' senses start to outweigh their spiritual demands, according to traditional views, and their attention is also more focused on material pursuits, therefore the number of individuals learning Meishan Wushu inevitably declines as people's material and cultural levels rise. Meishan Wushu's space for survival and growth started to get squeezed regularly, and Meishan Wushu's status as a fun social activity started to fade away. The survival and growth of traditional national sports have also been put to the test by the alteration of the natural ecological living environment. The legacy of Meishan Wushu should actively seek out new paths for ecological development as well as actively conserve its uniqueness in the original ecological context to the greatest extent possible.

#### ***3.2. Uncertainty in the Quality of the Inheritors and the Quality of the Inheritors***

According to research from field interviews, Meishan Wushu has three different inheritance systems: campus inheritance, master-disciple inheritance, and family inheritance. The traditional ideology of family elders who wish for their sons and daughters to become phoenixes is difficult to satisfy in today's diverse society, and the Meishan Wushu passed down through the family has been transformed into an intangible family system and the inheritance of concepts, while the physical skills of the wushu are in danger of being lost. The master and apprentice inheritance mode was most popular in the early 1990s, when enthusiasts from all over the nation participated. Today, however, because to Meishan Wushu's lack of tangible economic advantages, only a limited number of master and apprentice inheritances are requested outside of the local martial arts community. The campus inheritance in the current inheritance paradigm offers the biggest benefits in such a circumstance. Meishan Wushu has a new path to development thanks to the fusion of traditional martial arts and contemporary education. The ongoing improvement of the Wushu school as a forerunner, with assistance from the government itself, led to the campus inheritance of Meishan Wushu. For instance, in the early 1990s, the "Xingwu Boxing Club" and "Zhenxing Wushu Hall" at the Xinhua Oriental Martial Arts School continued to expand and develop, leading to the creation of the Oriental Wushu Institute and the North and South Wushu Institute, which later merged to form the Xinhua Oriental School of Arts and Martial Arts. It was discovered during the fieldwork that relatively few of the students trained by the institution were able to later work in Meishan Wushu-related fields. The Dongfang Wenwu School still has some limitations in terms of faculty strength, scientific research and teaching, and the development of top talent because it is a county-level private educational institution serving groups at the primary, junior high, and general high school levels. As an important carrier of sports intangible cultural heritage, the inheritor has a fundamental and key role in the protection of sports intangible cultural heritage [7]. To this end, in the face of the Meishan Wushu inheritors of green and yellow, the quality of the situation, we need to rationally face efforts to solve.

### **4. Analysis of the Possible and Difficult Development of Meishan Wushu in Colleges and Universities**

The introduction of Meishan Wushu in colleges and universities will result in a higher development platform because colleges and universities are the legacy of human civilization. In light of the reality of the Meishan Wushu development dilemma, campus inheritance is the most advantageous inheritance mode. In order to spread and advance Meishan Wushu in colleges and universities, the author examines what is feasible and what is challenging from the perspective of the growth of Meishan Wushu in colleges.

#### 4.1. Analysis of the Feasibility of the Development of Meishan Wushu in Colleges and Universities

##### 4.1.1. Promote the Physical and Mental Development of College Students

In today's materially affluent world, there is need for improvement in a number of areas, including psychological tolerance, traditional national culture literacy, and the physical condition of college students. Today's culture has come to agree that sports is a good, healthy kind of intervention. As a distinct martial arts school, Meishan Wushu has a significant impact on the physical development of modern college students in terms of speed, strength, coordination, etc [8]. By applying the martial arts' rules, techniques, equipment, and sparring techniques. The population of the Meishan area have a distinctive social life that informs the brave, hardy, and straightforward style of Meishan Wushu. Table 1, which summarizes the results of the survey on college students' preferences for Meishan Wushu, shows that 345 out of 389 respondents have a preference for Meishan Wushu, which accounts for 88.69% of the total ratio, while 44 respondents do not, which accounts for 11.31% of the total ratio. In general, it appears that the majority of college students have a preferred perspective on Meishan Wushu activities. College students' national cultural identities and national sporting cultures can be improved during the Meishan Wushu learning process through the martial arts techniques and the martial arts moral education of respecting teachers, promoting goodness, and eliminating evil. Additionally, the positive, heroic, and tenacious character quality can be developed.

Table 1: Statistical Table of College Students' Love of Meishan Wushu (N=389)

Level	Number of people	Percentage (%)
Highly like	58	14.92%
Like	72	18.51%
Neutral	215	55.26%
Dislike	35	9.00%
Strongly dislike	9	2.31%

##### 4.1.2. Enriching the Teaching Curriculum of Colleges and Universities

In 2002, the social document issued by the Ministry of Education, "The Teaching Guidelines for Physical Education Curriculum of National Ordinary Schools of Higher Education", clearly puts forward that "the construction of physical education curriculum in colleges and universities should reflect the combination of national and global characteristics, and on the basis of the requirements of inheritance and innovation, the construction of physical education curriculum should embody the epochal, developmental, national, and Chinese characteristics [9]. By introducing Meishan Wushu, higher education institutions can support the discovery, preservation, growth, and application of Meishan Wushu. As shown in Table 2, the results of the survey show: 74.29% of college students said the school's Meishan Wushu program is based on the fundamentals of Meishan Wushu, 83.54% said it is based on Meishan boxing, 79.69% said it is based on the Meishan stick, 14.65% said it is based on the Meishan bench, and 12.85% said it is based primarily on other Meishan Wushu teaching content.

Table 2: The main content of Meishan Wushu teaching carried out in colleges and universities (N=1031)

	Meishan martial arts basic skills	Meishan boxing	Meishan stick	Meishan bench	Other
Number of students	289	325	310	57	50
Scale (%)	74.29%	83.54%	79.69%	14.65%	12.85%

While doing so, colleges and universities use their surroundings to their best advantage, choosing, organizing, and perfecting Meishan Wushu projects, developing and maximizing the value functions of Meishan Wushu in terms of education, fitness, entertainment, and other areas. Apply them to the teaching environments of competitive or public sports in colleges and universities to create physical education courses that are heavily influenced by national and regional features, so enhancing the curricula for colleges and universities. The implementation of Meishan Wushu in educational institutions may also help those institutions draw in more top-notch athletic and programs celebrating intangible cultural assets.

##### 4.1.3. Broaden the Path of Folklore Inheritance

As keepers of cultural heritage, colleges and universities have a duty to preserve and advance national cultures. This is especially true in the modern era, when colleges and universities must carry

out their social and political missions. In the age of globalization, supporting higher education and preserving national culture are inextricably linked. Ethnic traditional sports are a significant aspect of national culture, which is perpetuated via the compilation of each ethnic group's long-standing living practices. They are also the objective material activity of each ethnic group's distinctive cultural form. Meishan Wushu, the most recognizable cultural practice in Meishan, Hunan Province, is introduced into college classrooms under the status quo of the altered ecological environment, allowing teachers and students to interact with and learn Meishan Wushu, opening up a new living space, and developing a new road map for the long-term growth of Meishan Wushu. The effects of contact between two things are always reciprocal, so as they learn Meishan Wushu, many college students will be drawn to these enigmatic, ancient martial arts and turn to in-depth study and research. Their higher cultural level has a greater impact on these students' development of the law of things and their field of vision than the folk heritage of Meishan Wushu, which is more narrowly focused. I think that under the impact of the implicit, college students will take on the role of protectors for the Meishan Wushu's development, and inheritance. College students will, in my opinion, transform into the guardians of the Meishan Wushu legacy, the advocates of progress, and the practitioners of promoting national sports under the effect of an imperceptible influence.

#### 4.2. Analysis of the Difficulty of the Development of Meishan Wushu Colleges and Universities

##### 4.2.1. The Lack of Teaching Power of College and University Folklore Teaching Faculties

A top-notch faculty is an essential assurance for developing great pupils and the unstoppable force behind the long-term growth of schools and institutions. "The honor of the university does not lie in its school buildings and the number of students, but in the quality of its teachers from generation to generation," says Conant, a former president of Harvard University. A school needs well-known teachers to succeed. The former president of the University of California at Berkeley, McHelm, in his inaugural address, proposed: "Maintaining a very good faculty" [10]. At the moment, campus construction for teacher teaching team training is a crucial task at China's top institutions and colleges. In colleges and universities with sports faculties, the teacher teaching team with strong ethnic sports culture literacy and high talents is comparatively lacking in the sector of ethnic traditional sports. In actuality, a factor slowing down the growth of colleges and universities is a lack of teaching staff. Utilizing survey results and literature analysis, as shown in Tables 3 and 4. Meishan Wushu in colleges and universities in the development of the status quo there is a lack of teachers teaching force, Shaoyang College, Hunan College of Humanities and Science, Hunan Sports Vocational College, Xiaoxiang Vocational College of Technology in the four schools in the Meishan Wushu class of the teachers mainly include full-time professional wushu teachers and part-time wushu teachers, There are a total of 5 part-time wushu instructors out of the 21 full-time instructors, or 80.77% of the total ratio. There are 21 total wushu instructors working full-time, making up 80.77% of the total, and 5 total wushu instructors working part-time, making up 19.23% of the total. This falls well short of what colleges and institutions require.

Table 3: Number of teachers in Meishan Wushu class (N=26)

	Number of people	Percentage (%)
Full-time martial arts teacher	21	80.77%
Part-time martial arts teacher	5	19.23%

Table 4: Professional learning situation of teachers in Meishan Wushu (N=26)

	Professional acquisition	faculty training	Autonomic learning
Number of students	3	7	16
Scale (%)	11.54%	26.92%	61.54%

The main reasons for this lie in the following two aspects: on the one hand, the regional characteristics of Meishan martial arts itself make it not yet well-known and recognized by most teachers in the development of universities, and the development of the project lacks the universality and economic support of basketball, football and other projects. The teachers' subjective initiative to play has been somewhat constrained during the majority of their instruction. The inheritors of Meishan Wushu, on the other hand, are still primarily social figures, whose practical skill level in Meishan Wushu is high, but their theoretical knowledge and the scientific nature of the preaching and teaching mode have limitations, and both of them are relatively uncommon for college teachers generally. In light of the growth of Meishan Wushu on campuses, it will thus become necessary to find a solution to

the problem of building a top-notch teaching staff in order to advance the growth of Meishan Wushu in colleges and universities.

#### ***4.2.2. Lack of Teaching Materials for Meishan Wushu in Colleges and Universities***

One of the key ways for Meishan Wushu to penetrate colleges and universities is through the use of educational resources as a vehicle for the transmission and development of national sports initiatives. According to the author's research, whether they are specialized courses or basic public sports courses, national traditional sports programs are less prevalent in college and university sports textbooks. Even fewer teaching resources exist for Meishan Wushu, and since the majority of Meishan Wushu books are read by ordinary people and are not protected or distributed by authorities, the quality of the books is questionable. Additionally, the books' content is often isolated and incomplete and is often subject to the editor's strong personal preferences. If there are not sufficient high-quality teaching resources available, Meishan Wushu in colleges and universities will lose a significant avenue of transmission. Textbooks consistently reflect the subject's content as a concrete example of teaching curricular requirements. In order to create a number of high-quality teaching books and give college instructors a clear logical vein in which to teach Meishan Wushu, it is urgently necessary to conduct a series of excavation, collation, and generalization tasks on the Meishan Wushu texts.

#### ***4.2.3. Incomplete Policy Protection for Meishan Wushu in colleges and Universities***

The creation of university policy frequently serves as a guide for teachers as they advance, emphasizing cultural self-confidence in order to meet the people's expanding demands for a better living. The growth of Meishan Wushu merits the attention of the educational administration at all levels of colleges and universities, which is actively supporting the national traditional sports programs. According to an analysis of teachers' career aspirations, college teachers are strongly oriented toward title advancement, and this is reflected in the policy. College professors typically choose scientific research projects to safeguard their students' long-term growth, while classroom instruction has lagged. We should give this topic some serious thought in order to understand how Meishan Wushu, which is both national and regional, can draw teachers to carry out instructional job. Western sports, in the eyes of the students, represent a significant portion of the contemporary college landscape, and the resulting cultural milieu has a significant impact on how modern college students think and behave. In colleges and universities, local and excellent national traditional sports in China are in danger of dying out. Many students are unaware of Meishan Wushu and, as a result, have little interest in learning. In order to offer the necessary conditions for the development of Meishan Wushu on campus, colleges and universities must provide specific assistance and policy direction, foster an environment conducive to learning about ethnic traditional sports on campus, and promote students' enthusiasm for these sports [11].

### **5. Meishan Martial Arts College Constructing Strategy**

#### ***5.1. Cultivate and Guide with Policy-centered University Construction Model***

Meishan Wushu's college development needs college policy support to help [12]. On the one hand, colleges and universities should agree on the theoretical significance of treating ethnic traditional sports, and then take deliberate steps to foster students' national identification and feeling of identity toward ethnic traditional sports, mobilize and integrate all available people and material resources both inside and outside the university, plan and execute a wide range of special sports activities with an emphasis on ethnic sports as the main activity [13]. In order to increase the teachers' enthusiasm for taking part in the work of Meishan Wushu, colleges and universities should also start with the demands of the teachers and link the Meishan Wushu classroom teaching system appropriately with the content related to the interests of the teachers, such as teachers' merit and title promotion. On the other hand, colleges and universities can begin to popularize Meishan Wushu by doing things like holding regular cultural lectures on Meishan Wushu, using cultural education to popularize college teaching, cultivating more students with a strong understanding of Meishan Wushu, and establishing the groundwork for Meishan Wushu curriculum teaching. Providing some financial assistance for the adoption of a range of Meishan Wushu equipment, which enhances the teaching resources of colleges and universities and helps students learn Meishan Wushu more thoroughly. Although Meishan Wushu instruction is more thorough, it also safeguards the legacy of traditional sporting goods. The representative Meishan Wushu inheritance team with a specific level of cultural literacy must be invited to campus for a Wushu display in order to let students interact with Meishan Wushu and entice student organizations to

participate.

## ***5.2. Teaching and Learning Activities with Teacher-centered College Constructing Model***

### ***5.2.1. Cultivating Teachers and Constructing Curriculum System***

The development of top-tier instructors is a significant source of influence for the spread and transmission of Meishan Wushu on campus. Physical education teachers must master the information about the ethnic sports culture of the original national intangible cultural heritage, improve their own cultural literacy, and use a variety of different methods to transmit the cultural characteristics of the heritage resources if they are to develop into excellent teachers. [14]. The local Meishan Wushu practice bases should be established by colleges and institutions, and during the holidays, instructors should be universally organized to travel to the heart of Xinhua Meishan to engage in closed learning activities and experience its distinctive cultural traits. Study the formation theory of Meishan Wushu on the basis of studying and practicing martial arts techniques. Integrate contemporary teaching techniques using their professional expertise. Creatively change some martial arts content. We actively gather data on Meishan Wushu and make use of contemporary media technologies to build a database of Meishan Wushu for upcoming research and study. Teachers frequently confer with one another to prepare teaching materials for Meishan Wushu in colleges and universities, with the goal of representing the modern educational value of national sports programs.establishing a preliminary teaching curriculum system while giving careful thought to a number of issues pertaining to the teaching of Meishan Wushu, such as the curriculum, tools, teaching aids, class time, evaluation, and other issues, in order to continue making improvements. Colleges and universities should regularly invite Meishan Wushu inheritors into the campus of the faculty team to conduct hands-on instruction or take part in the creation of the curriculum system. National traditional sports programs in colleges and universities can be two-way circulation.

### ***5.2.2. Enrich the Teaching Mode, Return to the True Nature of Martial Arts***

Meishan Wushu, an old combat art practiced in the Meishan region, has gradually lost some of its competitiveness in offense and defense due to changes in modern society and social groups' ideals. Students are more drawn to sports with intense confrontation and competition as a result of the competitive sports culture present in colleges and universities. In the process of development of Meishan on campus, we should not only enter the "form" and ignore the "God", and we should not only learn the movements and ignore the offensive and defensive awareness of the movements [15]. This calls for teachers to be creative with traditional teaching techniques in their daily lessons, to develop students' capacity for conflict resolution in the interest of maintaining safety, to teach Meishan Wushu offensive and defensive awareness, to cultivate students' positive, brave, and tenacious willpower qualities, and to advance students' physical and mental well-being.

## ***5.3. Conducting Cultural Activities in a Student-centered College Constructed Model***

### ***5.3.1. Conducting Study Tours to Experience the Charm of Meishan Mountain***

"Study tour" combines learning and traveling into one, which is one of the most initial learning methods. The "study tour" method uses tourism-related products in a practical way to pique students' curiosity and urge to learn while allowing them to independently use what they already know to explore the outside world. This makes the knowledge and concepts they learn more effective and vivid than what they would learn in a classroom. The creation and growth of national traditional sports are strongly tied to the historical way of life of the populace, and only field research and study of these sports' national and regional characteristics may provide significant knowledge. Colleges and universities that wish to promote Meishan Wushu can arrange for students to occasionally travel to Xinhua Meishan in order to learn about the geography, traditions, and history of the area, as well as to see the place where Meishan Wushu originated and practice its foundational movements. By doing this, the students will gain an appreciation for Meishan culture and will lay the groundwork for their future classroom studies.

### ***5.3.2. Learning Achievement Performance, Enriching Recreational Activities***

After some time, students will have made some progress in their understanding of Meishan Wushu, whether it be the technical motions, athletics, or cultural literacy. The institution should now give pupils a stage on which to display their talents. Students are arranged to complete learning accomplishment performance assignments at the conclusion of each learning cycle. Such activities

serve as both a test of students' learning progress and a kind of teacher feedback. Meishan Wushu will eventually replace other campus sports as a new calling card, student leisure activities will be more varied, and Meishan Wushu's impact in colleges and universities will grow as more enthusiasts enroll in classes to take part in the learning process.

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