

Study on the Path of Inheritance of Intangible Cultural Heritage in Physical Education in Colleges and Universities: A Case Study of Wuzu Fist

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Abstract: Colleges and universities are an important force for the inheritance and development of intangible cultural heritage. They play an important role in promoting cultural diversity, social harmony and cultural self-confidence by strengthening intangible cultural heritage education, supporting the protection of intangible cultural heritage, and stimulating the creativity and dissemination of intangible cultural heritage inheritors. Colleges and universities also realize the inheritance of PE intangible cultural heritage through curriculum construction, talent training and platform building. Wuzu Fist is the most representative martial arts boxing in Fujian Province, and its inheritance group is huge, but its age gap phenomenon is obvious; Its cultural deposits is deep, but its activation ability is insufficient; The policy dividends is continuous, but the means of protection are lagging behind. The inheritance of Wuzu Fist culture is coupled with the goals of cultivating college students' strong will and fighting spirit, teamwork spirit and collective sense of honor, fair thinking and equality consciousness that contemporary college PE focusing on. This paper proposes that colleges and universities should implement the inheritance of the Wuzu Fist from the aspects of awareness of intangible cultural heritage protection, curriculum system construction, talent training ideas, and inheritance platform building.

1. Research Background

Intangible cultural heritage education has gradually become a new mission of modern universities [1]. In October 2003, the *Convention for the Protection of Intangible Cultural Heritage* issued by the United Nations proposed “to teach knowledge of intangible cultural heritage in institutions of higher education, to promote interdisciplinary scientific, technical and artistic research activities, and to develop research methodologies”. Colleges and universities play an important role in promoting cultural diversity, social harmony and cultural self-confidence.

Through decades of development, China's "intangible cultural heritage into campus" has gradually improved from the initial observation and appreciation to the technique inheritance. The participation of students is improving, and the relationship between students and intangible cultural heritage inheritors is deepening, which stimulates students to generate cultural identity, and achieves the goal of effectively practicing cultural education by the schools [2]. Wuzu Fist, the most representative martial arts boxing in Fujian Province, was selected into the second batch of China's national intangible cultural heritage list in 2008 [3]. In recent years, under the deep promotion of the "Belt and Road" strategy, the status of Wuzu Fist has been further strengthened, and the scale of foreign exchanges has been constantly expanded. It has played an important role in promoting local martial arts culture, expanding cross-strait exchanges and cooperation and expanding the international influence of the "Maritime Silk Road Culture". To carry out Wuzu Fist education in Fujian colleges and universities can further promote the spread of the excellent traditional culture in south Fujian, promote the cultural self-confidence and cultural identity of college students, and realize the goal of physical education in colleges and universities.

2. Main Ways of Inheriting Intangible Cultural Heritage of Sports in Universities

Physical education in colleges and universities stimulates students' sense of national pride, strengthens students' sense of cultural identity, and promotes the reform of physical education by introducing relevant "sports-like" intangible cultural heritage resources, so as to realize the innovative transformation and creative development of intangible cultural heritage. These practices have a very important role and status [1]. At present, there are three main ways for colleges and universities to inherit the intangible cultural heritage of sports.

2.1. Curriculum Construction Mode

This mode mainly includes the traditional sports items into the physical education curriculum system, and gives priority to the general education courses [4]. Whereas, this mode only stays at the level of curriculum objective, teaching content, evaluation method and so on, and lacks the deep-seated penetration of cultural idea and technology.

2.2. Talent Cultivation Mode

On the basis of the curriculum construction mode, this mode subdivides the cultivation of talents of different traditional sports items, and then determines the relationship, process and method of different curriculum links, pays more attention to the heterogeneity of sports events, and highlights the typified differences of cultural inheritance, but still stays at the level of PE nounenon, and lacks effective communication with the outside world [5].

2.3. Curriculum Construction Mode

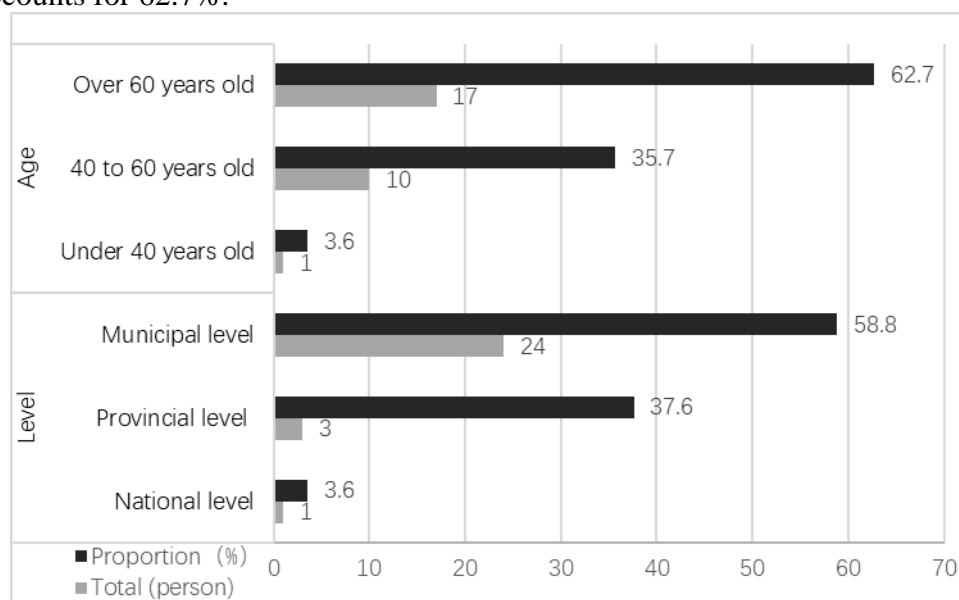
This mode strengthens the deep relationship among the curriculum system, the cultivation mode, the talent specification and the inheritance of intangible cultural heritage of sports items, highlights the flexible combination among different subjects, items, technologies and cultures, and builds an efficient, flexible, open and extensible exchange and cooperation platform. It highlights the ecological perspective of the inheritance of intangible cultural heritage of sports [6].

3. Evaluation of the Present Situation of the Inheritance of Wuzu Fist

3.1. The Inheritance Group is Huge, but the Age Gap is Obvious

As early as 2012, Quanzhou Education Bureau, Quanzhou Municipal Sports Bureau, Quanzhou Wushu Association and other departments jointly initiated the activity of south Shaolin Wuzu Fist into the campus, which was comprehensively promoted and implemented in all primary and secondary schools in the whole city, and included in the sports league content [7]. According to an incomplete statistics, more than 60% of schools in the city at present nearly 700,000 people took part in Wuzu Fist body-building activities. However, it has been found in practice that this measure can make the culture of Wuzu Fist widely spread and lay a good foundation for the expansion of the inheritance group. However, due to the fact that the depth of contact with the Five Ancestors is still only superficial, and the students' lack of in-depth understanding of its historical origin and technical performance, this inhibits the inheritance and cultivation of the Five Ancestors in the youth group to a certain extent. At the same time, the integration of Wuzu Fist and local colleges and universities is also low. Less than 10% of colleges and universities offer Wuzu Fist courses. Therefore, the scope of intangible cultural heritage in schools still needs to be expanded.

In addition, the aging of Wuzu Fist inheritors and the age gap phenomenon are obvious. According to the data released by Quanzhou Intangible Cultural Heritage Library, there are 28 inheritors of various types of Wuzu Fist (including South Shaolin Wushu)(as shown in Fig. 1). In terms of level, the majority is the city-level inheritor, accounting for 58.8%; in terms of age, over 60 years old accounts for 62.7%.



Data source: according to the data published by Quanzhou Intangible Cultural Heritage Library

Figure 1: Analysis of Wuzu Fist inheritors Structure in Quanzhou

3.2. Rich in Cultural Deposits, but Insufficient in Activation Ability

Quanzhou in Fujian, the birthplace of Wuzu Fist, is one of the first historical and cultural famous cities in China, a demonstration city of private economy and a national innovative city [8]. In July 2021, “Quanzhou: World Ocean Trade Center of Song and Yuan Dynasties in China” was successfully included in the World Heritage List. Quanzhou is also the only city in China that has three major categories of intangible cultural heritage representative lists (rosters) of the United

Nations. There are 5 world-level intangible cultural heritage, 36 national intangible cultural heritage, and 128 provincial intangible cultural heritage, whose resources are pretty abundant. The combined momentum of economy and culture has created new favorable conditions for the development of Wuzu Fist.

In recent years, Quanzhou has vigorously promoted South Shaolin culture and actively created a "hometown of martial arts". At present, Quanzhou City has Licheng District, Fengze District, Jinjiang City, Yongchun County and other "martial arts towns", and martial arts associations, martial arts halls, friendship associations and other community organizations are also common among the people. These have become the backbone of the Five Ancestors Fist inheritance. It is understood that in addition to receiving all government funding, most of the Wuzu Fist clubs mainly maintain their operations through social donations or membership dues, and a small number obtain income by recruiting trainees for training. It is difficult to realize the activation of the project by relying only on the unilateral efforts of inheritors and enthusiasts.

3.3. The Policy Dividends is Continuous, but the Means of Protection are Lagging Behind

In recent years, the government attaches great importance to the protection of intangible cultural heritage resources, and has successively issued Several Opinions on Accelerating the Development of Sports Industry to Promote Sports Consumption and the Measures for Management of Special Funds for Mass Sports in Fujian Province. Quanzhou Municipal Government issued the Implementation Opinions on Accelerating the High-quality Development of Tourism in January 2022. In terms of tourism supply, it is clearly proposed to rely on cultural heritage to develop sports tourism, event economy, performing arts products and research and learning products. The continuous favorable policies from the central to the local level have pointed out the direction for the inheritance of the Wuzu Fist in the new era and provided policy guarantees.

Although Wuzu Fist was successfully included in the "National Intangible Cultural Heritage List" in 2008, as the teaching of Wuzu Fist was limited to words and deeds, it was difficult for future researchers to collect first-hand materials, which also led to the lack of traditional books that most Wuzu Fist practitioners could refer to in the learning process. At present, the China Intangible Cultural Heritage Big Data Center has not included the data related to Wuzu Fist. And Quanzhou has not yet coordinated the construction of regional cultural heritage repositories, and there is little collaboration or resource sharing with data repositories in other regions.

4. The Path to Inherit Wuzu Fist in Universities

Wuzu Fist belongs to the southern boxing school of China. It has the style characteristics of fine movements, small Kung Fu posture, steady standing and steady fighting, emphasis on internal practice, steady attack and defense, emphasis on actual combat, and emphasis on gaming. It is also coupled with the goals of cultivating college students' strong will and fighting spirit, teamwork spirit and collective sense of honor, fair thinking and equality consciousness that contemporary college PE focusing on.

4.1. Establish Awareness of Protection of Intangible Cultural Heritage

The government is the initiator, leader and promoter of the protection of intangible cultural heritage. On the one hand, local governments should increase publicity efforts, convey knowledge on the protection of intangible cultural heritage through media channels, and guide the public to form a cultural atmosphere of concern, recognition and importance to the protection of intangible cultural heritage. On the other hand, Quanzhou colleges and universities should take the initiative to

assume the role of protecting the Wuzu Fist and play an important role in the inheritance of excellent traditional sports culture. For example, explore the establishment of the Wuzu Fist Research Center, equipped with a special research team and equipment, and focus on the research and practice of the protection and inheritance of the Wuzu Fist.

4.2. Perfect the Construction of Curriculum System

First of all, starting with the basic courses and centering on the design and teaching of general education courses, colleges and universities should build up the general knowledge curriculum system of Wuzu Fist, develop teaching contents in the form of special lectures, techniques and artistry exhibition, sports events, special studies, artistic activities, etc. Secondly, from the specialty characteristics, colleges and universities should enrich the history, culture, art, life and other aspects of content of Wuzu Fist, according to the needs and characteristics of students from different majors, set up specialized intangible cultural heritage courses, such as Wuzu Fist cultural creativity, inheritance of Wuzu Fist techniques, the study of intangible cultural heritage, etc.; Thirdly, starting with the teaching method, colleges and universities should carry out practical teaching of intangible cultural heritage, let the students go to the outdoor fields, into the community, feel the charm of Wuzu Fist culture. In practice, colleges and universities should improve the students' protection consciousness of intangible cultural heritage and their practical ability, to lay a good foundation for the future protection of the intangible cultural heritage.

4.3. Clarify the Thought of Talent Cultivation

First, with "specialization, comprehensiveness and practice" as the guidance, relying on the colleges and universities of physical education, we specially cultivate the professional talents of Wuzu Fist, highlight the comprehensive requirements of cultural accomplishment, interdisciplinary and cross-industry, and improve the students' application skills and inheritance ability. Secondly, we should provide students from different backgrounds with diversified training programs such as intangible cultural heritage protection, design and production, cultural dissemination, and cultural research, so as to diversify the talent structure of Wuzu Fist. Finally, we should establish a dual teacher team composed of inheritors, industry experts and leaders of different disciplines to guide and direct students to further learn and explore the inheritance and protection of the Wuzu Fist, and promote the integrated development of intangible cultural heritage protection and innovation.

4.4. Build a Platform of Inheritance and Cooperation

First of all, establish the information exchange platform among government institutions, intangible cultural heritage protection institutions, academic institutions, industrial enterprises, etc. to realize the timely transmission and collaboration of the intangible cultural heritage information for administration, industry, production, learning, research and application. The platform may include the database of policy documents, the information platform of intangible cultural heritage-related exhibition activities, academic research and exchange forums, etc. Secondly, the administration, production, learning, research and application base of Wuzu Fist shall be established, to provide comprehensive services such as technical services, management support, talent cultivation, and cultural dissemination for governments, enterprises and academic institutions, so as to promote the construction of Wuzu Fist cultural industry, industrial branding, and industrial system, and promote the best quality products and ideas to the market to feed back the intangible cultural heritage education of colleges and universities.

5. Conclusion

There are many common points between intangible cultural heritage of sports and physical education in colleges and universities. Building intangible cultural heritage courses in local colleges and universities based on the perspective of regional culture is an effective means to realize the living inheritance of intangible cultural heritage. However, the inheritance of intangible cultural heritage of sports is a complex system project, and it is difficult to effectively play a role by relying solely on the strength of colleges and universities, and it is committed to building an intangible genetic inheritance model that integrates production, learning, research and application, which can effectively play the internal effect of multiple subjects and effectively provide a carrier for the construction of a benign intangible culture heritage mechanism.

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