

# Research on the positive effect of integrating martial arts into ideological and political education on talents cultivation

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**Abstract:** With the deepening of the concept of well-rounded education, the martial art, as one of the traditional sports of the Chinese nation, the value and practice of its integration into ideological and political education has gradually been emphasized. This article aims to explore the feasibility and implementation strategies of integrating martial arts into ideological and political education, and analyze the positive role of integrating martial arts into ideological and political education in enhancing students' physical fitness, promoting ideological and moral cultivation, enhancing social adaptation and innovation abilities, and promoting national culture and patriotism. Through research, it's hoped to provide theoretical basis and practical guidance for promoting the inheritance and development of traditional martial arts culture, as well as promote the innovation and practice of ideological and political education for adolescent.

**Key words:** martial arts; ideological and political education; implementation strategy; positive effects

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## 1 Introduction

In the current era of comprehensively promoting well-rounded education and emphasizing the comprehensive development, how to combine traditional culture with modern education has become an important issue in educational reform. Martial arts, as a treasure of traditional Chinese culture, carry rich moral concepts and spiritual connotations. In recent years, the effective combination of martial arts education with ideological and political education has not only enriched students' physical activities, but also deepened the connotation of ideological and political education. This innovative model has important value in improving students' comprehensive ability. Therefore, studying the positive effects of integrating martial arts into ideological and political education in talent cultivation has important practical significance for promoting students' moral, intellectual, physical and literary development [1].

## 2 Practical approaches to integrating martial arts into ideological and political education

### 2.1 The combination of martial arts education content with ideological and political education

#### 2.1.1 The combination of traditional military ethics and ideological and moral education

The connotation of "martial ethics" in traditional martial arts culture is rich, including core values such as loyalty, respect, braveness, self-discipline, and kindness. Integrating martial arts ethics into ideological and political education can convey these values by teaching martial arts history and philosophy, allowing students to understand and practice these qualities while learning martial arts skills. For example, through the learning of martial arts such as boxing and

swordsmanship, teachers can guide students to discuss and reflect on the significance of martial arts behind the martial actions. Loyalty is reflected in the persistence and perseverance of boxing, while kindness is reflected in the respect and protection of opponents. This combination not only enhances students' physical fitness, but also promotes the improvement of their ideological and moral qualities [2].

### 2.1.2 The combination of martial arts skill training and labor education

The basic skills such as standing and practicing in martial arts training not only exercise students' bodies, but also cultivate their endurance and perseverance, which are in line with the spirit of "hard working and persevering to the end" emphasized in labor education. Integrating labor education into martial arts skill training can enable students to participate in labor practices such as campus environmental beautification and community volunteer services after completing a certain intensity of physical training. Through this approach, martial arts physical training can be combined with practical actions of labor education. Students can experience the improvement of physical energy and endurance brought by martial arts in labor, thereby their sense of social responsibility and collectivism can be cultivated in practice, and then the dual purpose of physical and mental education can be achieved.

## 2.2 Innovation in martial arts education and ideological and political education

### 2.2.1 The integration of classroom teaching and martial arts practice

The integration of classroom teaching and martial arts practice is an effective path for integrating martial arts into ideological and political education. In ideological and political education courses, the introduction of martial arts teaching modules allows students to experience martial arts training firsthand while understanding martial arts culture. When explaining ideological and political content, teachers can combine theoretical teaching with martial arts practice by combining martial arts stories and the moral deeds of martial artists, enhancing the sense of fun and attraction. For example, when exploring the theme of respecting teachers and valuing morality, one can demonstrate respect for teachers by teaching fist scores and martial arts etiquette. This teaching mode can not only increase students' interest and acceptance in ideological and political education, but also enable them to understand the internal connection between martial arts and moral cultivation in action practice and achieve the unity of knowledge and action [3].

### 2.2.2 The combination of flipped classroom and skill training mode

Flipped classroom is a new teaching model where students acquire knowledge through online video, while classroom time is used for discussion, practice, and deepening understanding. By combining flipped classroom with martial arts skill training, students can watch martial arts action tutorials through videos before class to understand the essentials of the actions, and then carry out practical operations in the classroom. The teacher takes the lead in correcting the actions and discussing the connotation of the actions. This model promotes students' autonomous learning, allowing them to be more involved in interactive exercises of martial arts skills and in-depth discussions of ideological and moral character in the classroom. For example, students learn about the culture and philosophy through martial arts videos and then practice martial arts movements in the classroom. Meanwhile, how to apply martial arts spirit to daily life and learning is discussed. This teaching mode not only makes martial arts skill training more efficient, but also injects new vitality into ideological and political education.

## 2.3 The connection between the evaluation system of martial arts education and ideological and political education

### 2.3.1 Establishing a diversified evaluation mechanism

In order to effectively connect the evaluation system of martial arts education and ideological and political education, it is necessary to establish a diversified evaluation mechanism that takes into account students' performance in various aspects such as skill mastery, ideological identification, and moral behavior. In this evaluation system, the evaluation of

martial arts skills is no longer limited to the standardization and coordination of movements, but should also include students' performance in martial arts ethics such as perseverance, respect for teachers, and cooperation spirit during the learning process. In addition, students' participation in discussions, ability to analyze practical problems, and social practices in ideological and political courses should also be important components of evaluation. The establishment of a diversified evaluation mechanism can promote students to pursue martial arts skills while also improving their moral cultivation and social responsibility, thus achieving the goal of well-rounded education.

### 2.3.2 Conducting formative and procedural evaluations

In the integrated evaluation of martial arts and ideological and political education, emphasis should be placed on implementing formative evaluation and procedural evaluation. Formative evaluation focuses on students' performance and progress in the learning process, rather than solely evaluating students' performance through exam results at the end of the semester. This evaluation form can be reflected in students' deep understanding of martial arts culture, progress in martial arts skills, and their efforts in moral practice. Procedural evaluation focuses on students' performance throughout the entire learning duration, including their interaction in ideological and political classrooms, attitudes towards martial arts training, and participation in social practice. By recording students' daily performance and providing timely feedback, teachers can help students better understand their growth trajectory, stimulate their internal motivation, therefore achieving their transformation of knowledge and actions. This evaluation system encourages students to make continuous progress in martial arts cultivation and ideological and moral construction, and achieve well-rounded enhancement.

## **3 Analysis of the positive effect of integrating martial arts into ideological and political education**

### 3.1 Enhancing students' physical fitness and confidence

Martial arts are a sport that emphasizes physical strength, flexibility, and coordination. Long term martial arts training can help improve students' physical fitness. In martial arts training, students need to overcome various difficulties and complete a series of complex movements. Every victory in this process can significantly improve students' confidence. As the difficulty of skills continues to increase, students will become more confident in facing difficulties and challenges. This confidence is not only reflected in martial arts, but also extends to other aspects of learning and life. At the same time, the enhancement of physical fitness and self-confidence complement each other. A good physical condition provides students with sufficient vitality, which is transformed into confidence in facing life challenges, forming a positive and upward virtuous cycle.

### 3.2 Promoting the cultivation of students' ideology and morality

The rich moral concepts contained in martial arts, such as loyalty, respect, braveness, and self-discipline, are highly consistent with the goals of ideological and political education. Through martial arts training, students can not only learn skills, but more importantly, they can experience the spirit of martial arts, which has a subtle impact on their ideological and moral cultivation. For example, the process of martial arts training is a process of self challenge and transcendence, which helps students establish correct "three outlooks", thereby promoting their comprehensive development. The discipline and etiquette emphasized in martial arts education also have a positive guiding effect on students' daily behavior norms [4].

### 3.3 Improving students' social adaptability and innovation awareness

Martial arts education not only exercises students' bodies, but also cultivates their sense of teamwork and ability to cope with complex situations. These skills and abilities are extremely important for students' social adaptation. In martial arts training, students must learn to cooperate with others and complete cooperative movements together, which invisibly

cultivates their social interaction skills. At the same time, the innovative movements of martial arts require students to constantly break through themselves and stimulate innovative consciousness, which is also applicable in social practice. Students learn to think about new solutions when facing new problems, improving their problem-solving ability, which is undoubtedly a valuable asset for their future learning and work.

### 3.4 Promoting national culture and cultivating patriotism

Martial arts are not only a sport, but also an important component of traditional Chinese culture, carrying profound national cultural heritage and spiritual value. Integrating martial arts into ideological and political education can effectively promote China's martial arts culture, stimulate students' national pride and cultural confidence. In the process of learning martial arts, students not only have access to the skills and strategies of martial arts, but also have a deep understanding of the philosophical ideas, historical traditions, and moral concepts behind martial arts, such as the "etiquette, righteousness, honesty, and shame" of martial arts ethics, as well as the philosophical concept of "combining hardness and softness".

In cultivating students' patriotism, the practice and theoretical learning of martial arts allow them to feel the vastness and profoundness of Chinese culture, thus cultivating a deep emotional attachment to the country and nation. The elements of respecting teachers and emphasizing collective honor in martial arts also help cultivate students' sense of social responsibility and collectivism. Through the integration of martial arts into ideological and political education, students not only learn the methods of self-defense and physical exercise, but more importantly, learn the sense of responsibility that a citizen should have and the spirit of striving for national honor, thus cultivating patriotism through subtle influence.

## 4 Conclusion

This article explores the combination of martial arts and ideological and political education, and concludes that integrating martial arts into ideological and political education has a significant positive effect on education. It not only enhances students' physical fitness and self-confidence, but also promotes the comprehensive development of ideological and moral character, enhances social adaptation and innovation ability, and deepens students' national cultural identity and patriotism. Therefore, integrating martial arts into ideological and political education is an effective path to promote students' all-rounded development, and it is worth promoting widely in educational practice.

### Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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