



Digital Empowerment of Intangible Cultural Heritage in the Yellow River Basin: Research on Foreign Publicity Strategies—Taking the “AR Comics” Wushu Second Classroom of Qilu Normal University as an Example

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Abstract

This paper focuses on the research of digital empowerment of intangible cultural heritage in the Yellow River Basin, aiming to explore innovative foreign publicity strategies. Taking the “AR Comics” Wushu second classroom of Qilu Normal University as an example, it combines new liberal arts concepts, interdisciplinary research, digital technology, and curriculum ideology and politics. By doing so, it endeavors to enhance the publicity effect of intangible cultural heritage, promote the inheritance and development of Wushu culture, and strengthen national pride and cultural confidence.

Subject Areas

Culture, Sociology

Keywords

Yellow River Basin, Intangible Cultural Heritage, Digital Empowerment, Foreign Publicity Strategies, AR Comics, Wushu Second Classroom, New Liberal Arts, Curriculum Ideology and Politics

1. Introduction

The Yellow River Basin is one of the birthplaces of Chinese Wushu, with rich intangible cultural heritage in Wushu. However, in the context of globalization, how to effectively promote the inheritance and development of these intangible cultural heritages and enhance their international influence has become an important

issue. Digital technology provides new opportunities for the protection and dissemination of intangible cultural heritage. This project is committed to exploring the application of digital empowerment in the foreign publicity of intangible cultural heritage in the Yellow River Basin through the case of the “AR Comics” Wushu second classroom of Qilu Normal University.

The research focuses on the Yellow River Basin, a region rich in Intangible Cultural Heritage, and explores how Digital Empowerment can enhance Foreign Publicity Strategies. The innovative use of AR Comics in the Wushu Second Classroom aligns with the principles of New Liberal Arts and integrates Curriculum Ideology and Politics to foster cultural confidence.

2. Research Objectives

2.1. Innovating the Intangible Cultural Heritage Dissemination Model through Digital Empowerment from the Perspective of New Liberal Arts

Integrating the research results of history, computer science, sports science, and other disciplines [1], this study aims to conduct a more comprehensive and in-depth exploration of Wushu intangible cultural heritage. By revealing its multiple connotations and values, it provides theoretical support and practical guidance for its inheritance and development. The application of “AR Comics” technology combines science and technology with culture, offering an innovative way to disseminate Wushu intangible cultural heritage in the Yellow River Basin. This innovation is expected to improve the dissemination efficiency and influence of intangible cultural heritage, promote the integration of cultural and scientific and technological industries, and attract a wider audience to participate in the protection and global promotion of intangible cultural heritage.

The study leverages Digital Empowerment to innovate the dissemination of Intangible Cultural Heritage in the Yellow River Basin, utilizing AR Comics as a tool for Foreign Publicity Strategies. This approach is grounded in New Liberal Arts and reinforces Curriculum Ideology and Politics.

2.2. Strengthening the Foreign Publicity of Wushu Culture through Curriculum Ideology and Politics to Enhance National Pride and Cultural Confidence

Integrating ideology and politics elements into the curriculum, such as telling the stories of Wushu celebrities and promoting Wushu intangible cultural heritage, can help students feel the charm and value of Wushu [2]. This promotes the inheritance and development of Wushu culture, enhances its international awareness and influence, and cultivates students’ correct values, patriotism, national pride, and cultural confidence.

2.3. Improving Contemporary Youth’s Cognition and Attention to Wushu through the “AR Comics” Second Classroom

Leveraging emerging AR technology, the “AR Comics” second classroom com-

bines virtual information with the real environment to provide an immersive experience, demonstrating the unique charm of traditional Wushu [3]. Based on the original Wushu teaching resources of Qilu Normal University and integrating traditional Wushu with foreign language majors, this classroom presents the essence and characteristics of Wushu in a more vivid and intuitive way, carrying forward the spirit of Chinese Wushu and strengthening national pride and cultural confidence.

The AR Comics initiative in the Wushu Second Classroom enhances youth engagement with Intangible Cultural Heritage in the Yellow River Basin, supported by Digital Empowerment and aligned with New Liberal Arts principles.

3. Research Content

3.1. Deeply Exploring the Inheritance of Wushu Intangible Cultural Heritage through Interdisciplinary and Digital Empowerment

By comprehensively applying the research achievements of multiple disciplines, this study delves into the multiple connotations and values of Wushu intangible cultural heritage, offering comprehensive theoretical support for its inheritance and development. Digital empowerment technology, especially “AR Comics”, is utilized to improve the dissemination efficiency and influence of Wushu intangible cultural heritage. This not only enhances the digital publicity ability of Wushu intangible cultural heritage but also promotes the integration of cultural and scientific and technological industries, attracting a broader audience to participate in the protection and global promotion of intangible cultural heritage.

The interdisciplinary approach to Intangible Cultural Heritage in the Yellow River Basin employs Digital Empowerment and AR Comics to advance Foreign Publicity Strategies, reflecting the ethos of New Liberal Arts.

3.2. Strengthening the Foreign Publicity of Wushu Culture and National Pride through Curriculum Ideology and Politics

Incorporating ideology and politics elements into the curriculum, through means such as telling the stories of Wushu celebrities and promoting Wushu intangible cultural heritage, can increase students’ awareness and interest in Wushu culture. This teaching method aims to promote the inheritance and development of Wushu culture, enhance its international awareness and influence, and help students establish correct values, patriotism, national pride, and cultural confidence.

The role of Curriculum Ideology and Politics in the Wushu Second Classroom is pivotal for promoting Intangible Cultural Heritage in the Yellow River Basin through Foreign Publicity Strategies.

3.3. Creating a Characteristic Wushu Second Classroom with “AR Comics”

Utilizing emerging AR technology and combining the original Wushu teaching resources of Qilu Normal University, a characteristic Wushu second classroom is

created on the basis of traditional Wushu and foreign language majors. This classroom combines virtual information with the real environment, providing students with an immersive experience and enabling them to vividly and intuitively feel the unique charm of traditional Wushu. The goal is to carry forward the spirit of Chinese Wushu, strengthen national pride and cultural confidence, and increase contemporary youth's cognition and attention to Wushu.

The AR Comics-enriched Wushu Second Classroom exemplifies Digital Empowerment in action, serving as a model for Foreign Publicity Strategies of Intangible Cultural Heritage in the Yellow River Basin, while embodying New Liberal Arts ideals

4. Research Framework

The research framework of this project is shown in **Figure 1**. It takes “AR Comics” as the carrier for foreign publicity of Chinese Wushu, aiming to enhance the international popularity of Chinese Wushu and the cultural connotation of Wushu publicity. The second classroom, with the combination of “AR Comics”, multi-aspect Wushu demonstrations, and expert guidance, realizes the integration of digital empowerment and Wushu education.

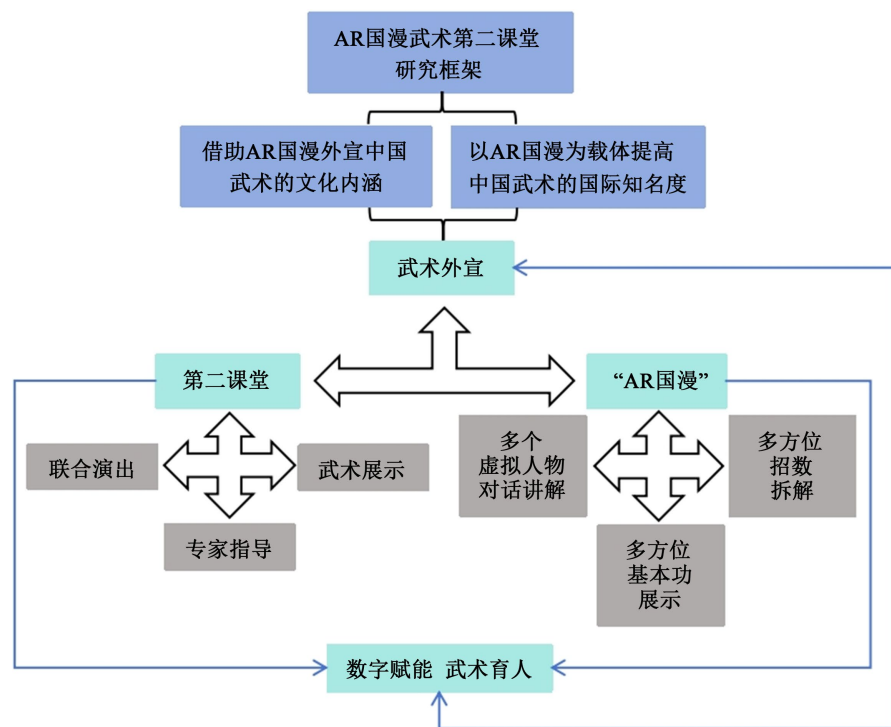


Figure 1. Research framework of AR - Chinese comics martial arts second classroom.

5. Research Status and Development Trends at Home and Abroad

5.1. Domestic Research Status and Development Trends

In China, with the rapid development of digital technology, more and more schol-

ars are paying attention to the protection and inheritance of intangible cultural heritage using digital technology. Research on Wushu inheritance also focuses on the exploration and inheritance of Wushu culture.

Research on the Protection and Dissemination of Wushu Intangible Cultural Heritage in the Yellow River Basin: Yu Xiao (2010) applied the multiple-intelligence theory in the teaching of Wushu routines in normal university sports departments [4]. Deng Jiarong (2024) emphasized the need for in-depth exploration, reproduction, and understanding of Chinese Wushu culture [5]. Dai Sizhe (2020) analyzed the development dynamics, dilemmas, and countermeasures of traditional Wushu in the Yellow River Basin [6].

Application of Digital Technology in the Protection and Dissemination of Wushu Intangible Cultural Heritage: Digital technology plays an important role in the protection and dissemination of intangible cultural heritage. Huang Jingwen and Zhu Xina (2023) pointed out that digital cultural tourism projects, such as non-heritage databases and digital museums, use AR technology to protect and disseminate intangible cultural heritage [7]. Li Jiesheng (2023) believed that digital technology opens up a new path for the protection of traditional Wushu [8]. Gui Xueju, Li Zhaojin, and Wu Yuming (2024) took “Taijiquan” as an example to illustrate the integration of digital technology and Wushu “intangible cultural heritage” inheritance [9].

Case Analysis of the “AR Comics” Wushu Second Classroom of Qilu Normal University: Qilu Normal University has created a new teaching model by combining AR technology with Wushu teaching. The introduction of AR technology and comics elements has improved students’ learning enthusiasm and the teaching effect, but the high cost of AR technology also needs to be addressed.

The AR Comics-enriched Wushu Second Classroom exemplifies Digital Empowerment in action, serving as a model for Foreign Publicity Strategies of Intangible Cultural Heritage in the Yellow River Basin, while embodying New Liberal Arts ideals.

5.2. Foreign Research Status and Development Trends

In foreign countries, research on digital empowerment of intangible cultural heritage in the Yellow River Basin has also made certain progress, mainly focusing on the protection and dissemination of intangible cultural heritage and the application of digital technology.

International Perspective on the Protection and Dissemination of Intangible Cultural Heritage: Foreign countries have formed a rich theoretical system for the research of intangible cultural heritage, and have carried out various forms of protection and dissemination activities. For example, some countries have established specialized cultural heritage protection organizations, and international cooperation is also an important way for intangible cultural heritage protection and dissemination.

Application of Digital Technology in the International Protection and Dis-

semination of Intangible Cultural Heritage: Foreign scholars and institutions actively explore the use of advanced technologies such as AR, VR, and 3D printing to protect and disseminate intangible cultural heritage. Qin (2022) emphasized the role of digital information technology in re-encoding, reconstructing, and interpreting intangible cultural heritage [10]. Gao (2014) pointed out that advanced technologies can bring a new media interactive experience for the digital reproduction of intangible cultural heritage. Yan and Hao (2022) focused on 3D modeling and human-computer interaction technology [10]. Sun (2023) took “Cloud Tour of Dunhuang” as an example to show the effect of digital technology in the dissemination of intangible cultural heritage [10].

International studies underscore the global relevance of Digital Empowerment and AR Comics in Foreign Publicity Strategies for Intangible Cultural Heritage, offering insights for the Yellow River Basin and New Liberal Arts initiatives.

5.3. Comparison and Enlightenment between Domestic and Foreign Research

Domestic research mainly focuses on the feasibility, effect evaluation, and promotion strategies of innovative models, emphasizing the positive role of digital technology in intangible cultural heritage protection. International research not only pays attention to technological innovation but also analyzes how digital technology changes the inheritance method and audience experience of intangible cultural heritage, as well as issues such as ethics, law, and social impact. By comparing domestic and foreign research, this project innovates in technology by creating a second classroom with AR technology, and combines theoretical research with practical exploration, realizing the organic integration of curriculum ideology and politics and the foreign publicity of Wushu intangible cultural heritage.

6. Innovation Points and Project Characteristics

6.1. Innovation Points

Innovation in Research Methods of New Liberal Arts: The interdisciplinary research method breaks the disciplinary boundaries of traditional Wushu intangible cultural heritage research, helping to reveal its connotations and values more comprehensively and providing new theoretical perspectives and practical guidance.

Innovative Application of Digital-Empowered “AR Comics” in the Dissemination of Intangible Cultural Heritage: The combination of traditional Wushu intangible cultural heritage and modern technology improves the dissemination efficiency and influence of Wushu intangible cultural heritage, promotes the integration of cultural and scientific and technological industries, and attracts a wider audience.

Organic Integration of Curriculum Ideology and Politics and the Foreign Publicity of Wushu Intangible Cultural Heritage: Integrating ideology and pol-

itics elements into the curriculum enhances students' national pride and cultural confidence, promotes the inheritance and development of Wushu culture, and improves its international awareness and influence.

Innovative Practice of the “AR Comics” Second Classroom in Wushu Intangible Cultural Heritage Education: The second classroom created with AR technology provides an immersive learning experience for students, improving their cognition and attention to Wushu and carrying forward the spirit of Chinese Wushu.

6.2. Project Characteristics

Immersive Learning Experience: AR technology provides students with an immersive Wushu learning experience, allowing them to simulate and practice Wushu movements in a virtual environment and improving learning effectiveness.

Personalized Teaching Method: The “AR Comics” Wushu second classroom can provide personalized teaching plans according to students' individual differences and needs, adjusting teaching content and difficulty in a flexible manner.

Enhanced Interaction: The classroom focuses on interaction. Students can practice and communicate with virtual characters, enhancing learning fun and motivation. They can also interact with other students and teachers to learn and progress together.

Diversified Teaching Content: By combining Wushu teaching with cultural inheritance and integrating AR technology, the classroom enriches teaching content, improves students' learning interest and participation, and meets the requirements of new liberal arts construction.

Cross-Platform Learning: The “AR Comics” Wushu second classroom supports cross-platform learning, enabling students to study anytime and anywhere on mobile devices, breaking the limitations of time and space.

These characteristics exemplify how AR Comics and Digital Empowerment transform the Wushu Second Classroom, enhancing Foreign Publicity Strategies for Intangible Cultural Heritage in the Yellow River Basin, while embodying New Liberal Arts and Curriculum Ideology and Politics.

7. Technical Route, Problems to Be Solved, and Expected Results

7.1. Technical Route

The technical route of this project is shown in **Figure 2**. It aims to construct a good foreign publicity ecosystem for intangible cultural heritage in the Yellow River Basin empowered by digital technology in the context of new liberal arts and curriculum ideology and politics education. Through literature review, field investigation, and analysis and induction, it explores effective ways to publicize intangible cultural heritage under the interdisciplinary and digital-empowerment model.

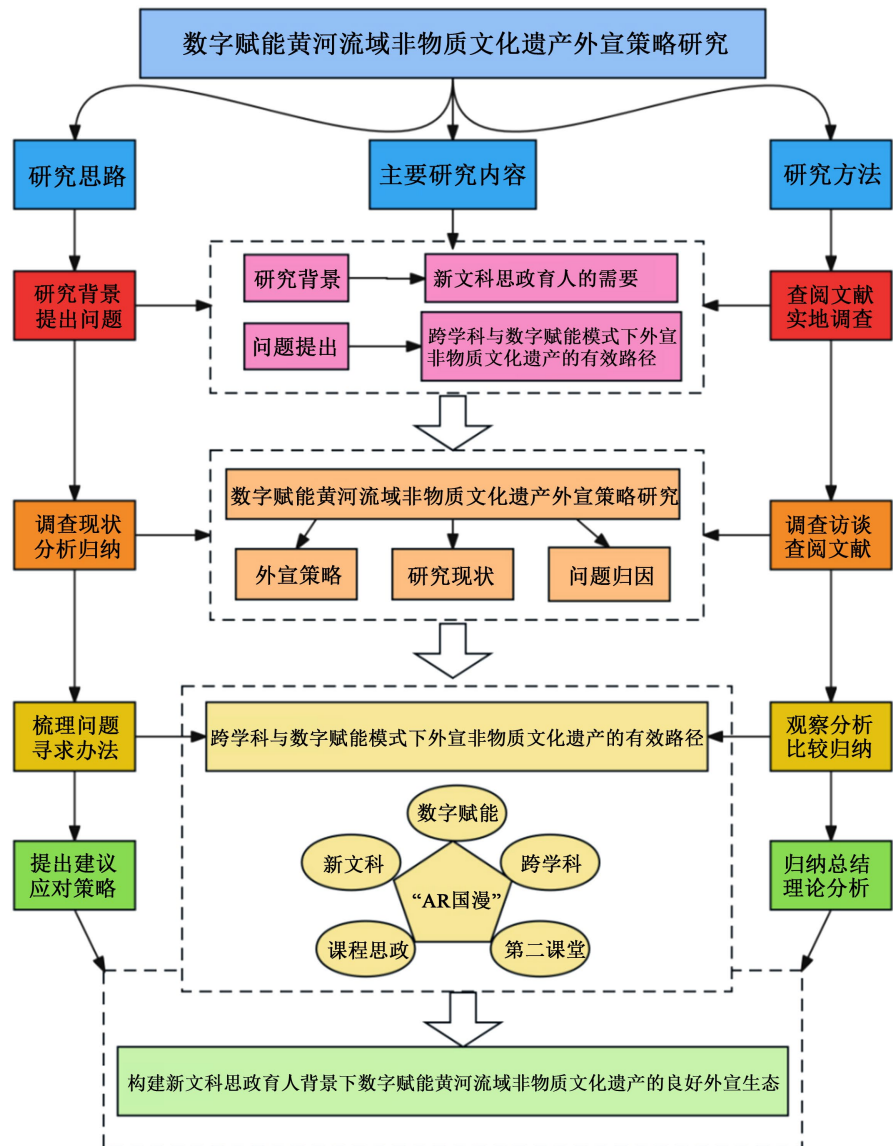


Figure 2. Research on digital - enabled publicity strategies for intangible cultural heritage in the Yellow River Basin

7.2. Problems to Be Solved

Integrate the research results of multiple disciplines to conduct a more in-depth study of Wushu intangible cultural heritage, providing more comprehensive theoretical support and practical guidance for its inheritance and development.

Explore how to combine digital technology, especially AR technology, with comics to create attractive Wushu intangible cultural heritage content, improve its dissemination efficiency and influence, and promote the integration of cultural and scientific and technological industries.

Integrate ideology and politics elements into Wushu courses to enhance students' national pride and cultural confidence and improve the international awareness and influence of Wushu culture.

Use AR technology to create an attractive second classroom, enabling contemporary youth to understand and experience Wushu in a more vivid and intuitive way and promoting the inheritance and development of Wushu culture.

7.3. Expected Results

Phased Research Results: “Literature Review of Digital Empowerment of Intangible Cultural Heritage in the Yellow River Basin: Research on Foreign Publicity Strategies” (literature review) and “Inspection Report of Digital Empowerment of Intangible Cultural Heritage in the Yellow River Basin: Research on Foreign Publicity Strategies—Taking the ‘AR Comics’ Wushu Second Classroom of Qilu Normal University as an Example” (inspection report).

Final Research Results: “Investigation Report on the ‘AR Comics’ Wushu Second Classroom of Qilu Normal University” (investigation report), “Research on Digital Empowerment of Intangible Cultural Heritage in the Yellow River Basin: Foreign Publicity Strategies—Taking Qilu Normal University as an Example” (research paper), and “Implementation Plan for the Path of Digital Empowerment of Intangible Cultural Heritage in the Yellow River Basin: Foreign Publicity Strategies under the Background of New Liberal Arts” (implementation plan).

8. Research Progress Arrangement

The research progress of this project is arranged as follows:

Project Preparation Stage (June - July 2024): Collect and sort out literature materials, analyze the development trends and latest research results of related fields through literature databases and digital tools.

Project Investigation Stage (August - October 2024): Conduct field investigations and interviews, use online survey tools and digital questionnaires to collect opinions and feedback, and use AR technology to record field investigations.

Project Planning Stage (November - December 2024): Develop foreign publicity strategies and implement publicity activities for the Wushu second classroom, use social media analysis tools to optimize publicity strategies, and design multimedia publicity materials.

Project Evaluation Stage (January - March 2025): Evaluate the implementation effect of publicity strategies through data analysis tools and social media monitoring tools, and collect user feedback.

Project Summary Stage (April - June 2025): Write research reports and papers, use digital writing tools and data visualization tools to display research results, and summarize research results to provide reference for the inheritance and development of intangible cultural heritage in the Yellow River Basin.

9. Existing Foundations

9.1. Research Accumulation and Achievements Related to the Project

Qilu Normal University has actively carried out activities related to Wushu cul-

ture. For example, it held the “First China-Russia College Students’ Wushu Culture Exchange Meeting” in 2022, and carried out the “Traditional Wushu Rooted in Campus” non-heritage expert team investigation and research activity in 2023. It has also established a “Martial Arts, Culture, Practice, and Exchange” four-in-one compound talent training model, promoting the “going-global” of Wushu.

9.2. Existing Conditions, Lacking Conditions, and Solutions

Existing Conditions: Despite these remarkable achievements, the team confronts several challenges. In the realm of AR technology, although there have been initial attempts, there is a dearth of in-depth expertise. The current AR applications are relatively basic, often limited to simple visualizations of martial arts moves. The team lacks the experience to develop more sophisticated and engaging AR-based content for martial arts intangible cultural heritage. For example, creating interactive AR stories that vividly narrate the history of martial arts, complete with historical characters and events, or developing AR-enabled training simulations with real-time feedback mechanisms to correct students’ movements is currently beyond the team’s capabilities.

There is also a lack of targeted policy support for intangible cultural heritage protection and inheritance. The existing policies mainly focus on general cultural heritage protection, without specific provisions tailored to the unique characteristics and needs of martial arts intangible cultural heritage. This absence of targeted policies makes it difficult to secure sufficient funding for research projects, obtain necessary resources such as historical artifacts and training facilities, and receive legal support for protecting martial arts traditions.

The integration of educational resources is another area in need of improvement. There is a siloed approach among different departments. The sports department, which is knowledgeable about martial arts techniques, and the computer science department, which has the technical know-how for AR development, often work independently. This separation hinders the seamless integration of knowledge and skills required for a comprehensive study of martial arts intangible cultural heritage. For instance, when developing an AR-based martial arts teaching platform, the lack of cooperation between these two departments can lead to inefficiencies, such as a mismatch between the technical capabilities of the platform and the educational content it is supposed to deliver.

Solutions: To address the lack of AR technology and application experience, the school can invite AR technology experts. These experts can conduct in-depth training sessions for the research team. They can cover topics such as advanced AR development tools, 3D modeling for AR applications, and interactive design principles. The experts can also collaborate with the team to develop advanced AR applications for martial arts intangible cultural heritage. For example, they can help create a virtual martial arts museum, where users can explore different martial arts styles in a 3D virtual environment. They can view historical artifacts related to martial arts, such as ancient weapons and martial arts manuals, and even

interact with virtual martial arts masters who can provide detailed explanations and demonstrations.

In terms of policy support, the research team can conduct comprehensive policy research. By studying successful intangible cultural heritage protection policies from other regions or countries, they can identify best practices. They can then propose tailored policy recommendations for martial arts intangible cultural heritage in the local context. Additionally, the team can actively seek cooperation with local government agencies, cultural departments, and policy-making bodies. Through joint workshops, seminars, and lobbying efforts, they can raise awareness about the unique value and challenges of martial arts intangible cultural heritage. This can advocate for the formulation of more supportive policies, such as dedicated funding schemes, legal protection for martial arts traditions, and incentives for research and development in this area.

To enhance the integration of educational resources, the school can establish cross-departmental cooperation mechanisms. For example, an interdisciplinary research task force should be created that includes members from the sports, history, computer science, and other relevant departments. This task force can meet regularly, perhaps on a monthly basis, to discuss ongoing research projects. They can share resources, such as data from historical research, technical expertise from computer science, and practical knowledge from the sports department. In the development of educational materials or research projects related to martial arts intangible cultural heritage, the task force can ensure that the expertise from different departments is effectively utilized. For example, when developing an AR-based teaching material, the computer science department can handle the technical aspects, the sports department can provide the martial arts content, and the history department can contribute historical and cultural context.

10. Conclusions

This research on digital empowerment strategies for the external promotion of intangible cultural heritage in the Yellow River Basin is of utmost significance. The Yellow River Basin, as the cradle of Chinese civilization, is replete with a rich tapestry of martial arts intangible cultural heritage. These martial arts traditions, with their deep-rooted historical, cultural, and social significance, have the potential to be a global showcase of Chinese culture. By integrating interdisciplinary research, digital technology, and curriculum ideology and politics, the study aims to transform the way martial arts intangible cultural heritage is promoted externally.

The innovative “AR Comics” martial arts second classroom represents a novel and exciting approach to martial arts teaching and intangible cultural heritage dissemination. It seamlessly combines the immersive experience of AR technology with the engaging format of comics. This combination makes the learning process more appealing, especially to the younger generation, who are more accustomed to digital and visual media. Through this second classroom, students

are not only exposed to martial arts techniques but also gain a profound understanding of the cultural, historical, and ideological aspects of martial arts. They can explore the stories of famous martial arts masters, the historical events that shaped martial arts development, and the values embedded in different martial arts traditions.

However, it is acknowledged that there are still hurdles to overcome. The interdisciplinary nature of the research demands continuous efforts to ensure effective communication and cooperation among different disciplines. Bridging the gap between fields such as history, computer science, and sports science requires establishing common ground, shared research goals, and effective communication channels. The application of digital technology, particularly AR, needs further refinement and innovation. There is a need to create more impactful and user-friendly content that can effectively convey the essence of martial arts intangible cultural heritage. The integration of curriculum ideology and politics also requires a delicate balance. It is essential to ensure that the educational goals are met without overwhelming the students, allowing them to absorb the content naturally and develop a genuine interest in martial arts and cultural heritage.

Nevertheless, with the continuous improvement of solutions, such as the ones proposed in the existing conditions and solutions section, it is highly anticipated that this research will make substantial contributions to the inheritance and development of intangible cultural heritage in the Yellow River Basin. Enhancing the dissemination efficiency and influence of martial arts intangible cultural heritage can strengthen national pride and cultural confidence. It can also play a crucial role in promoting cultural diversity and cross-cultural understanding on a global scale, as more people around the world become aware of and appreciate the rich martial arts heritage of the Yellow River Basin.

The conclusion reaffirms the transformative potential of AR Comics and Digital Empowerment in Foreign Publicity Strategies for Intangible Cultural Heritage in the Yellow River Basin, underpinned by New Liberal Arts and Curriculum Ideology and Politics.

Conflicts of Interest

The author declares no conflicts of interest.

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