

## Comparison of wushu coach training systems in Türkiye and China

Osman Yıldız <sup>1</sup>  Betül Zengin <sup>2</sup> 

<sup>1</sup>Kütahya Dumlupınar University, Institute of Educational Sciences, Kütahya, Türkiye, E-mail: osmanxyldz@gmail.com

<sup>2</sup>Kütahya Dumlupınar University, Sport Science Faculty, Kütahya, Türkiye, E-mail: betul.altinok@dpu.edu.tr

### Abstract

This study aims to compare the educational approaches, standards, programme contents and processes of Wushu coaching education systems in Turkey and China, and to offer suggestions that will contribute to the process of training Wushu coaches in Turkey. This research includes a one-to-one comparison approach based on document analysis. It is conducted in accordance with the qualitative research model. In this context, the current research design includes comparative analyses to find answers to the common criteria determined by Gök and Aslan (2019). As a result, this comparative analysis on wushu coaching education and related regulations in China and Türkiye revealed that both countries show many similarities and differences in this field. These differences stem from the social, cultural and administrative structures of the two countries and affect the development of wushu coaching. China and Türkiye have different approaches in many factors, such as authorisation to organise training, course models, level systems, participation conditions, employment processes, and equivalence procedures, and this situation has different effects on the development of wushu coaching. Therefore, China and Türkiye sharing their experiences in the field of wushu coaching with each other and conducting joint studies can make significant contributions to the further development of both wushu sport and coaching education.

Received : 17.02.2025

Accepted: 20.03.2025

Published: 15.10.2025

### Keywords

Coach, training, wushu

## Türkiye ve Çin'deki wushu antrenörü eğitim sistemlerinin karşılaştırılması

### Corresponding author

Betül Zengin  
(betul.altinok@dpu.edu.tr)

### Özet

Bu çalışmada Türkiye ve Çin'deki Wushu antrenörlük eğitim sistemlerinin eğitim yaklaşımları, standartları, program içerikleri ve süreçlerinin karşılaştırmalı olarak incelenmesi, Türkiye'deki Wushu antrenörü yetiştirme sürecine katkı sağlayacak öneriler sunulması hedeflenmektedir. Bu araştırma, doküman analizine dayalı birebir karşılaştırma yaklaşımını içermektedir. Nitel araştırma modeline uygun olarak yürütülmektedir. Bu bağlamda mevcut araştırmanın tasarımı Gök ve Aslan (2019) tarafından belirlenen ortak kriterlere yanıt bulmaya yönelik karşılaştırmalı analizleri içermektedir. Sonuç olarak; Çin ve Türkiye'deki Wushu antrenörlük eğitimi ve ilgili düzenlemeler üzerine yapılan bu karşılaştırmalı analiz, her iki ülkenin bu alanda birçok benzerlik ve farklılık gösterdiğini ortaya koymuştur. Bu farklılıklar, iki ülkenin sosyal, kültürel ve idari yapılarından kaynaklanmakta ve Wushu antrenörlüğünün gelişimini etkilemektedir. Eğitim düzenleme yetkisi, kurs modelleri, seviye sistemleri, katılım koşulları, istihdam süreçleri, denklik işlemleri gibi birçok faktörde farklı yaklaşımlar sergileyen Çin ve Türkiye, bu durumun Wushu antrenörlüğünün gelişimine farklı etkiler yarattığını göstermektedir. Bu nedenle, Çin ve Türkiye'nin Wushu antrenörlük alanındaki deneyimlerini birbirleriyle paylaşmaları ve ortak çalışmalar yürütmeleri hem Wushu sporunun hem de antrenörlük eğitiminin daha ileri düzeyde gelişmesine önemli katkılar sağlayabilir.

### Anahtar Kelimeler

Antrenör, eğitim, wushu

**How to cite:** Yıldız, O. & Zengin, B. (2025). Comparison of wushu coach training systems in Türkiye and China. *Education, Science and Sport*, 7 (2), 1-14.

## INTRODUCTION

Wushu, as a martial art born in China, developed and spread throughout the country's geography, absorbing influences from diverse cultural, ethnic, and philosophical communities (International Wushu Federation, 2025). It encompasses numerous distinct styles and is divided into two practical groups: unarmed combat techniques and the use of traditional weapons. Reflecting ancient Chinese philosophical ideas, Wushu integrates elements of Chinese culture and religious traditions such as yin-yang, Buddhism, and Taoism. Over time, Wushu has undergone notable transformations in content, appearance, and function, rapidly spreading across regions. At this point, Wushu can be classified into two main categories: traditional and modern (Han, Theeboom & Zhu, 2021). Though originally developed as a method of self-defense and survival, Wushu has evolved into a system rich with methods, philosophies, tactics, and techniques. It has transcended its original purpose, aligning with ethical and moral values, and now serves as a practice to preserve cultural heritage and life-enhancing techniques. Today, it holds global importance as both a sport and a cultural symbol (International Wushu Federation, 2025).

In Türkiye, Wushu has been known since the 1970s as "Kung Fu." With its growing popularity and development, the Turkish Wushu Kung Fu Federation was established in 2006, institutionalizing Wushu as an independent sport nationally (Dönmez, 2019). Over time, participation in the sport has increased significantly. As of 2025, there are 141,314 athletes, 4,600 coaches, 3,150 referees, and 550 clubs affiliated with the federation (Türkiye Wushu Federation, 2025). Although the exact number of athletes in China is uncertain, a report by the General Administration of Sport of China in 2020 stated that more than 10 million active athletes participate in Wushu (General Administration of Sport of China, 2025). Additionally, there are between 10,000 and 15,000 professional competitors, over 50,000 certified trainers according to the 2021 report, and more than 12,000 officially registered Wushu clubs under the Chinese Wushu Association (Official Website of Chinese Wushu Association, 2025).

Coach education plays a critical role in athlete performance and Wushu's global recognition. While China has long-standing expertise and a distinct coaching system rooted in its cultural legacy, there is a scarcity of academic research on Wushu coach education in Türkiye (International Wushu Federation, 2025). A comparative analysis of the coaching systems in Türkiye and China will illuminate similarities and differences, offering useful guidance for improving Türkiye's training processes. Filling this research gap will enrich academic literature and support the refinement of sports policies and coaching practices. Such a cross-national comparison also contributes to building a more effective and efficient training model, helping to identify strengths and weaknesses within existing systems. This study aims to evaluate the training approaches, standards, content, and processes in both countries, proposing strategies to enhance Wushu coach education in Türkiye. By addressing cultural, athletic, and educational differences, the study seeks to provide insight for developing a more competitive and impactful international coach education model (Gök & Aslan, 2023).

## METHOD

### Research Model

This study was conducted in accordance with the qualitative research approach. Description focuses on a phenomenon or event and tries to explain how and why it is the way it is. Knowing why or how something happened will allow us to see what has already happened and perhaps even evaluate something that will happen (Punch, 2016).

### Sampling Method

These documents are the official documents of Wushu Coaches Training published by China on the internet regarding coaching education systems and the official documents obtained from the Türkiye Wushu Federation.

## Data Collection Tools

In the Document Analysis section, the data collection tool created by Gök and Aslan (2019) and current documents were used as data sources. In this study, data on coaching education systems implemented in Türkiye and China were provided by a data collection tool which includes common criteria and developed by the research named "A Data Collection for a Comparison of Coaching Education Systems" by Gök & Aslan (2019). The data collection tool consists of 9 main titles and 23 items in question-and-answer form. The designed data collection tool comprises the issues such as the institutions or organizations authorized to organize the coaching education in the countries subject to the research, the conditions of participation in the coaching education, the model of the courses, curriculum, content and duration of the courses, the coaching level systems, the assignment of the instructors to the courses, being entitled to the coaching certificate, the equivalence procedures, the supervision of courses, and employment. At the end of the research, the information obtained in response to these questions was discussed comparatively.

Content analysis, which requires coding and thematic interpretation of data into relevant categories, is a qualitative data analysis type used to make comparisons and reveal trends over time. For this purpose, a comparative approach was utilised in the study to reveal qualitative similarities and differences. This study used the one-to-one comparison approach to reveal the qualitative similarities and differences between the education systems for training coaches in the mentioned countries. In the one-to-one comparison approach, the current education systems of the countries are discussed in terms of determining criteria (Balci, 2015). Wushu coach education systems of the countries were compared holistically. Firstly, the Wushu coach training system in Türkiye was described with the determined criteria. Afterwards, the Wushu coach training system in China was described with the determined criteria. Finally, these two systems were compared according to these criteria.

The research data obtained related to the coaching education systems in China involved in the research, was translated into Turkish and assessed with descriptive and comparative analysis approaches. The data obtained by the descriptive analysis approach is arranged, summarized and interpreted in accordance with the previously determined themes (Yıldırım & Şimşek, 2016). Within the scope of the research, 27 different data sources mentioned below were analysed. Table 1 and Table 2 present the documents analysed within the scope of the research and the number of documents.

Table 1.

*Documents related to the Chinese Wushu coach training system*

| Data Sources   | Documents  |
|--|--|
| Documents related to the Chinese Wushu coach training system | Ba, Y. J. (2019). A study on the coaching ability of coaches in martial arts Sanda clubs in Xi'an. <i>Unpublished doctoral dissertation</i> . Xi'an: Xi'an Institute of Physical Education.  |
|  | Cai, L. (2007). Research on the coaching ability structure and self-evaluation of Chinese Sanda coaches. <i>Unpublished doctoral dissertation</i> . Beijing Sport University, Beijing, China. DOI: 10.7666/d.D295457.  |
|  | Chen, J. (2018). The relationship between organizational support, self-efficacy, and job performance of competitive Wushu routine coaches. <i>Unpublished doctoral dissertation</i> . Shandong Sports University, Shandong, China.   |
|  | Chen, X., & Chen, S. (2021). Sports Coaching Development in China: the system, challenges and opportunities. <i>Sports Coaching Review</i> , 11(3), 276–297. <a href="https://doi.org/10.1080/21640629.2021.1952808">https://doi.org/10.1080/21640629.2021.1952808</a>   |
|  | Chen, Y.-D., & Zeng, H.-H. (2003). Discussion on cultivating students' teaching abilities in martial arts special courses for physical education majors in normal universities. <i>Physical Education Teachers' Friends</i> , 2(2), 13-14. <a href="https://doi.org/10.3969/j.issn.1006-1487.2003.02.008">https://doi.org/10.3969/j.issn.1006-1487.2003.02.008</a> . |
|  | Ding, C., Wang, J., & Wang, X. (2015). Research on the international promotion of martial arts: A study on the skill quality of foreign martial arts coaches. <i>Sports</i> , 13, 149-150, 127. <a href="https://doi.org/10.3969/j.issn.1674-151x.2015.13.081">https://doi.org/10.3969/j.issn.1674-151x.2015.13.081</a> .  |
|  | Fu, W. (2023). Improving political stance, enhancing job skills, and steadily promoting the standardization construction of team safety management: Excerpt from a speech at the third coach training class of the 2023 Team Safety Management Standardization Team Creation Activity. <i>Ban Jia Tian Di</i> , 8(8), 20-21.   |
|  | Han, Q. S., Theeboom, M., & Zhu, D. (2021). Chinese martial arts and the olympics: analysing the policy of the international wushu federation. <i>International Review for the Sociology of Sport</i> , 56(5), 603-624.  |
|  | Jia, T. F. (2019). Research on the knowledge and technical qualities that international Wushu coaches should possess. <i>Boxing and Fighting</i> , 18, 148 - 149.  |
|  | Liu, Y. (2006). A theoretical study on establishing the professional qualification certification standards for sports coaches in China. Jilin: <i>Northeast Normal University</i> .  |
|  | Luo, C. (2023). Implementation Opinions of the General Administration of Sport, the Central Organisation Establishment Commission, the Ministry of Education, and the Ministry of Human Resources and Social Security on Setting up Coach Positions in Schools. <i>Adolescent Health</i> , 21(6), 41.  |

Table 1 (Continued).

*Documents related to Chinese Wushu coach training system*

| Data Sources   | Documents  |
|--|--|
| Documents related to the Chinese Wushu coach training system | Ma, J. (2016). A normative order for the development of Wushu: A comparative interpretation based on the operational mechanism of the Chinese martial arts dan system. <i>Journal of Beijing Sport University</i> , 39(5), 12-17, 23.  |
|  | Qin, M. L. (2008). Professional qualities that martial arts routine coaches should possess nowadays. <i>Sports Science and Technology</i> , 29(1), 28 - 32.  |
|  | Sun, C. Y., & Guo, Y. (2014). The necessity and feasibility of adding Wushu coaching courses in Wushu majors. <i>Journal of Cangzhou Normal College</i> , 30(3), 129 - 132.  |
|  | Tang, B. (2017). Research on the current situation and countermeasures of professional football players entering primary and secondary schools to teach after retirement - Taking Nanjing, Jiangsu Province as an example. <i>Unpublished doctoral dissertation</i> , Soochow University, Jiangsu, China.              |
|  | Wang, S. (2019). Research on the promotion status of the martial arts rank system in Xuzhou City. <i>Unpublished doctoral dissertation</i> . China University of Mining and Technology, Xuzhou, China.   |
|  | Shen, W. (2024). Reflections on participating in the national traditional martial arts instructor (Baguazhang) training course. <i>Chinese Wushu</i> , 2(2), 11-12.  |
|  | Yue, W. H. (2017). The successful development of children's taekwondo in Guiyang City and its implications for the development of children's martial arts activities. <i>Unpublished doctoral dissertation</i> . Guizhou Normal University, Guizhou, China.  |
|  | Wu, J., & Luo, C. (2008). The construction of a qualification evaluation system for social sports instructors in martial arts events. <i>Boxing (Science of Martial Arts)</i> , 5(4), 44-46. <a href="https://doi.org/10.3969/j.issn.1004-5643.2008.04.021">https://doi.org/10.3969/j.issn.1004-5643.2008.04.021</a> . |
|  | Yang, J. (2019). The 2019 China University Students' Long Weapons (Short Weapons) Combat Event Coaches and Referees Training Class Held in Wudang Mountain. <i>Chinese Wushu</i> , 6, 18-19.   |
|  | Zhang, Y. (2004). Current situation investigation and analysis of Wushu routine coaches in amateur sports schools in Hebei Province. <i>Unpublished doctoral dissertation</i> . Beijing Sport University, Beijing, China. <a href="https://doi.org/10.7666/d.d004957">https://doi.org/10.7666/d.d004957</a> .          |
|  | Zhao, J., & Bai, N. (2017). On how to cultivate excellent coaches in university martial arts programs. <i>Wushu Research</i> , 2(7), 73-75.  |

Table 2.

*Documents related to the Turkish Wushu coach training system*

| Data Sources   | Documents   |
|--|---|
| Documents related to the Turkish Wushu coach training system | Wushu Antrenör Eğitim Talimatı (2025, 12 Ocak). Erişim Adresi: <a href="https://shgm.gsb.gov.tr/Public/images/SGM/Federasyon/Wushu%20Antrenor%20Egitim%20Tal.pdf">https://shgm.gsb.gov.tr/Public/images/SGM/Federasyon/Wushu%20Antrenor%20Egitim%20Tal.pdf</a>  |
|  | Antrenörlerin Çalışma Usul ve Esasları Yönergesi (2025, 10 Şubat). Erişim Adresi: <a href="https://sporegitim.gsb.gov.tr/Sayfalar/2878/2859/antrenorlerin-calisma-usul-ve-esaslari-yonergesi.aspx">https://sporegitim.gsb.gov.tr/Sayfalar/2878/2859/antrenorlerin-calisma-usul-ve-esaslari-yonergesi.aspx</a> |
|  | Antrenör Yönetmeliği (2025, 10 Şubat). Erişim Adresi: <a href="https://shgm.gsb.gov.tr/Public/images/SGM/Federasyon/Antrenor%20Yonetmeli.pdf">https://shgm.gsb.gov.tr/Public/images/SGM/Federasyon/Antrenor%20Yonetmeli.pdf</a>   |
|  | Türkiye Wushu Federasyonu (2025, 12 Şubat). Erişim Adresi: <a href="https://twkf.gov.tr/">https://twkf.gov.tr/</a>  |
|  | Uluslararası Wushu Federasyonu (2025, 18 Ocak). Erişim Adresi: <a href="https://www.iwuf.org/en/sport-wushu/competitive-wushu/">https://www.iwuf.org/en/sport-wushu/competitive-wushu/</a>  |

## FINDINGS

Table 3.

*Information on organisations authorised to organise coaching training*

| Question   | Answers                               | China | Türkiye |
|--|---------------------------------------|-------|---------|
| Which institutions and organisations are authorised to organise wushu coaching training courses in your country? | a) State/Public Authority             | ✓     |         |
|  | b) Universities                       | ✓     |         |
|  | c) National Sports Federations        | ✓     | ✓       |
|  | d) International Sports Organisations | ✓     |         |
|  | e) Other...                           |       |         |

The organisations authorised to organise coaching education in China and Türkiye are given in Table 3. In China, the institutions authorised to organise wushu coaching courses include the state/public authority (Shen, 2024), universities (Zhao and Bai, 2017), national sports federations and international sports organisations (Yang, 2019). In Türkiye, however, only national sports federations possess this authority (Wushu Coach Training Instruction, 2025). This indicates that there are differing structural and regulatory approaches to organising wushu coaching courses between the two countries.

Table 4.

*Information on the model, curriculum, content and duration of courses*

| Question  | China  | Türkiye   |
|---|--|---|
| Can you give information about the curriculum programme (course contents, compulsory courses, basic courses, special training courses) implemented gradually in wushu coaching courses in your country? | Compulsory Courses (Theoretical and practical)<br>Basic Courses (Theoretical and practical)<br>Special Education   | Core Curriculum<br>Compulsory Courses<br>Theoretical and Practical Courses<br>Special Education Courses |
| How many hours are the course hours applied in wushu coach training courses? (Theoretical and practical)  | The average varies in different institutions,<br>Level 1 480 - 720 hours<br>Level 2 720 - 1080 hours<br>Level 3 1080 - 1728 hours<br>Level 4 1440 - 2592 hours | Level 1 96 hours<br>Level 2 130 hours<br>Level 3 125 hours<br>Level 4 237 hours<br>Level 5 175 hours    |

The content of the curriculum programmes applied in China and Türkiye and the duration of the trainings given in coaching courses are given in Table 4.

While the curriculum programme in wushu coaching courses in China is implemented gradually in the form of compulsory courses (both theoretical and practical), basic courses (theoretical and practical) and special training courses (Zhang, 2004), the curriculum programme in Türkiye is organised as core curriculum, compulsory courses (theoretical and practical courses) and special training courses (Wushu Coaches Training Instruction, 2025).

There are significant differences between China and Türkiye regarding course hours and duration in wushu coach training courses. In China, wushu coach training courses apply different course hours for different levels; in general, on average, 480 - 720 hours at level 1, 720 - 1080 hours at level 2, 1080 - 1728 hours at level 3 and 1440 - 2592 hours at level 4 (Chen & Zeng, 2003).

On the other hand, the course hours in wushu coach training courses in Türkiye have a different structure. 96 hours at level 1, 130 hours at level 2, 125 hours at level 3, 237 hours at level 4 and 175 hours at level 5 (Wushu Coaches Training Instruction, 2025).

Table 5.

*Information about coaching level systems*

| Question   | China  | Türkiye  |
|--|--|--|
| How many levels are there in the wushu coaching education system in your country?  | 1-4  | 1-5  |
| How are the transition systems between Wushu coaching levels?                      | To have passed the minimum period determined between the levels. To pass the written and practical exams successfully.                     | To have passed the minimum period determined between the levels. To pass the written and practical exams successfully.   |
| How many days and hours do Wushu coach training courses consist of for each level? | There is no waiting period between levels, application can be made. However, some organisations require coaching experience for promotion. | 1 year to get to level 2,<br>2 years to get to level 3,<br>3 years to get to level 4,<br>2 years to move to level 5, to be working and to fulfil other seminar conditions. |
| Is the same grading system applied for all sports branches?                        | No, it varies from branch to branch.   | Yes  |

Comparison of Level and Transition Systems in Wushu Coaching Education Systems applied in China and Türkiye is given in Table 5. Wushu coaching education systems in China and Türkiye are remarkable with similar and different aspects. In both countries, there are certain levels in the wushu coaching education system, but the number of levels differs. In China, there are 1-4 levels in the wushu coaching education system (Wang, 2019). In Türkiye, this number is determined as 1-5 levels. This difference reflects the differences in the approaches of both countries to wushu coaching education (Wushu Coaches Training Instruction, 2025). In terms of transition systems between levels, China and Türkiye have a similar approach. In both countries, a minimum period of time must be passed for the transition between the levels. In addition, successfully passing written and practical exams is also an important condition for transition (Ma, 2016). This is to verify that candidates have both theoretical and practical knowledge and skills (Cai, 2007).

However, there are differences between the two countries in implementing the grading systems for all sports branches. In China, the same grading system is not applied for all sports branches; it varies from branch to branch. This situation aims to provide a more specific and appropriate

training, taking into account the specific characteristics and requirements of each branch (Wu & Luo, 2008). On the other hand, the same grading system is applied for all sports branches in Türkiye (Wushu Coaches Training Instruction, 2025). This approach provides a standardised training and assessment process for coaches in different sports. This comparison reveals the similarities and differences of the level and transition systems in the wushu coach education systems of China and Türkiye. It is seen that both countries, while developing their education systems, aim to disseminate and professionalise wushu coaching effectively. In these courses in China, it is generally possible to apply without a waiting period between grades, but some institutions require coaching experience as a requirement for promotion (Chen & Zeng, 2003). In addition, certain periods are required for the transition between levels in Türkiye; For the transition to the 2nd level, it covers the training programme that can be attended by coaches who have a 1st level assistant coaching licence and who have documented that they have worked at least 1 year with a senior coach and have attended at least 1 development seminar related to the sport during this period. For the transition to the 3rd level, it covers the training programme that can be attended by coaches who have a 2nd level coaching licence and who have documented that they have worked at the 2nd level for at least 2 years and who have attended at least 1 development seminar related to the sport or whose coaching certificate has been validated by the federation for at least 1 year. , For the transition to the 4th level, it covers the training programme that can be attended by coaches who have a 3rd level coaching licence and who have documented that they have worked at the 3rd level for at least 3 years and who have attended at least 2 development seminars related to sports during this period or whose coaching certificate has been validated by the federation for at least 3 years. For the transition to the 5th level, it covers the training programme that can be attended by coaches who have a 4th level coaching licence and who have documented that they have worked at the 4th level for at least 2 years and have attended at least 3 development seminars at this level or whose coaching certificate has been validated by the federation for at least 3 years (Wushu Coaches Training Instruction, 2025).

Table 6.

*Conditions of Participation*

| Question  | China  | Türkiye  |
|---|--|--|
| What are the conditions for participation in the wushu coach training course in your country? | Basic wushu knowledge and skills<br>Being at least 18 years old<br>Education and academic career<br>Physical fitness | High school graduation requirement (or equivalent).<br>Absence of body and mental disability<br>No criminal record<br>At least 18 years old<br>To have at least black belt 1st Dan level |

The conditions for participation in coaching training courses in China and Türkiye are given in Table 6. The conditions for participation in wushu coach training courses are based on certain standards in China and Türkiye and differ in both countries. The conditions for participating in a wushu coaching training course are comprehensive in China. Firstly, candidates must have basic wushu knowledge and skills (Sun and Guo, 2014). This requires them to understand and be able to apply the basic principles, techniques and philosophy of the art of wushu. In addition, participants are required to be at least 18 years old. The age limit aims to ensure that individuals are physically and mentally fit for training and mature enough to fulfil their coaching duties (Jia, 2019). Education and academic career are also factors taken into account. This indicates that candidates should have a certain level in the field of education and that their academic background can contribute to coaching education. Physical fitness is another important condition. Candidates' physical fitness required for wushu coaching enables them to participate in training and education processes actively and to guide students correctly (Chen, 2018).

In Türkiye, the conditions for participation in the wushu coaching training course have a different structure. High school graduation is required (or an equivalent level of education). This condition aims to ensure that candidates have completed their basic education and have a certain level of knowledge. The absence of physical and mental disabilities is also an important condition. This condition ensures the maintenance of the physical and mental health necessary to fulfil the coaching duties and to teach students effectively. No criminal record is also a requirement for participation. This condition guarantees that coaches are honest, trustworthy and role models for

society. Being at least 18 years old, candidates in Türkiye are also expected to have reached a certain level of maturity and have the ability to fulfil their coaching duties. In addition, candidates must have at least a black belt 1st Dan level. This condition indicates that the candidates have reached a certain level of mastery in the art of wushu and have sufficient knowledge and skills to coach (Wushu Coaches Training Instruction, 2025).

In general, the conditions for participation in wushu coaching training courses in China and Türkiye differ according to the educational understanding of both countries, the importance given to the art of wushu and the qualifications expected from coaches.

Table 7.

*Course instructors*

| Question   | China   | Türkiye                  |
|--|---|--------------------------|
| By which institutions are the instructors who give training in wushu coaching courses in your country covered? | Chinese Wushu Federation<br>Wushu Training Institutes and Academies<br>Local Sports Bureaux | Türkiye Wushu Federation |

The institutions where the trainers who provide training in the coaching education courses implemented in China and Türkiye are given in Table 7. The provision of instructors teaching in wushu coaching courses is an important part of the sport education system in both China and Türkiye, and different institutions undertake this task in both countries; In China, the Chinese Wushu Federation provides various programmes and resources to support the training, certification and professional development of instructors, Wushu Training Institutes and Academies are responsible for transferring in-depth knowledge of the art of wushu and teaching techniques to instructors, and Local Sports Bureaux contribute to training by providing the necessary infrastructure for instructors' practical application and coordinating regional organisations (Wen-hao, 2017).

In Türkiye, the Turkish Wushu Federation leads the development of wushu coaching by providing a wide range of support and training programmes, from the training of instructors to opportunities to participate in competitions at the national level (Wushu Coaches Training Instruction, 2025)

Table 8.

*Information on qualifying for a coaching certificate*

| Question  | China  | Türkiye  |
|---|--|--|
| Which stages do the trainees who attend Wushu coaching training courses go through to qualify for a coaching certificate (Examination, thesis preparation, etc.)? | Theoretical Training<br>Practical Training<br>Project or Thesis Preparation<br>Practical and Theoretical Examination<br>General Evaluation and Documentation | Theoretical Training<br>Practical Training<br>Practical Examination<br>Theoretical Examination<br>General Evaluation and Documentation |

The process of qualification of the trainees who participated in the Coaching Training courses in China and Türkiye for the coaching certificate is given in Table 8. The processes of the trainees participating in wushu coaching training courses to qualify for a coaching certificate consist of certain stages in China and Türkiye and show similarities and differences in both countries.

Trainees attending wushu coaching training courses in China must undergo a series of stages to obtain a coaching certificate. Firstly, they receive theoretical training (Qin, 2008). At this stage, they learn about the basic knowledge, history, philosophy, techniques and training methodologies of wushu art. Then, they move on to practical training. In practical training, trainees can master wushu techniques by applying them. After these stages, the trainees are asked to prepare a project or thesis (for coaches who carry out their training on a university basis). This allows the trainees to do in-depth research in the wushu field and deepen their knowledge. Then a practical exam is held. In this exam, the practical skills and abilities of the trainees are assessed. Finally, an overall assessment is made, and those who are successful are awarded a certificate (Fu, 2023).

The process followed by the trainees attending wushu coaching training courses in Türkiye to obtain a coaching certificate is also quite detailed. Trainees are first subjected to theoretical training. At this stage, the basic knowledge of wushu art is learnt. Then, practical training starts, and the trainees improve their skills by applying wushu techniques. In the theoretical exam, the depth and accuracy of the trainees' wushu knowledge are evaluated. Then, the practical exam is

held, and the practical skills of the trainees are analysed. Finally, a general evaluation is made, and those who are successful are given a certificate (Wushu Coaches Training Instruction, 2025).

Table 9.

*The process of performance audits of coaches*

| Question  | China   | Türkiye   |
|---|---|---|
| Are performance audits carried out for coaches after obtaining a coaching certificate?  | Chinese martial arts coaches undergo performance and assessments after receiving certification.   | Yes, every year the coaching positions are visas, and the development of the coach is monitored.  |
| How and by which organisation are the coaches' performances evaluated?  | Performance supervision and evaluation of Chinese martial arts coaches is the responsibility of sports management centres and local sports administrative units.  | With the visa seminar organised by the Turkish Wushu Federation, it is aimed to complete the deficiencies of the coaches and to transfer the current developments related to the branch.  |
| Is there a system that monitors whether coaches with a coaching certificate are active coaches or not? For those who are not active coaches, what kind of a process do they go through when they want to become active coaches again? | Thanks to the registration tracking system, it is monitored by official institutions. Sanctions up to warning, suspension of coaching certificate and cancellation of coaching certificate are applied to inactive coaches. However, excused and exceptional cases are not within the scope of penalties. | Coaches who do not attend the visa seminar organised at the beginning of the year in order to get their coaching certificate visa cannot perform official coaching duties that year. Coaches who have not had their visa done for a long time can take an active role and perform their duties after having their visa done when the visa is due. |

The process of performance audits of coaches after obtaining a coaching certificate in China and Türkiye is given in Table 9. There are different practices in China and Türkiye regarding the performance audits of coaches after receiving a coaching certificate. In China, wushu coaches are subjected to performance audits and evaluations after certification. Performance supervision and evaluation of wushu coaches are the responsibility of sports management centres and local sports administrative units (Bai, 2019). In addition, through the registration tracking system, official institutions monitor whether coaches are active or not (Chen, 2018).

In Türkiye, coaching certificates are renewed annually through seminars organised, and the coach's development is followed. The visa seminar organised by the Turkish Wushu Federation aims to complete the coaches' deficiencies and convey the branch's current developments. In addition, coaches who do not attend the visa seminar organised at the beginning of the year to get their coaching certificate visa cannot perform official coaching duties that year. Coaches who have not had a visa for a long time can take an active role and perform their duties after getting a visa when the visa is due (Wushu Coaches Training Instruction, 2025).

In general, in both countries, the performance of coaches is regularly monitored, and their activity status is kept under control.

Table 10.

*The employment processes of coaches*

| Question  | China   | Türkiye   |
|---|---|---|
| Is there a sport policy for the employment of coaches in your country? If there is, can you give information about this policy? | China's sports policy on the employment of martial arts coaches focuses on recruiting martial arts coaches, strengthening school sports, promoting the transformation of retired athletes and optimising the building of the coaching team. | Ministry of Youth and Sports permanent / contractual coach recruitment.<br>Possibility to open a private gym.<br>Possibility to open courses in Public Education Courses. |
| What are the fields of work where coaches are employed in your country?   | The fields of study of Chinese martial arts coaches include teaching, scientific research, competition, cultural communication, club management, international development, teacher training and candidate talent training.                 | Coaching in sports halls affiliated to the Ministry of Youth and Sports.<br>Coaching in Public Education courses<br>Possibility to run a private sports club.             |

The employment processes of coaches after obtaining a coaching certificate in China and Türkiye are given in Table 10. In China, the sports policy regarding the employment of martial arts coaches centres on recruiting these coaches, enhancing school sports, facilitating the transformation of retired athletes (Tang, 2017), and optimising the building of coaching teams (Luo, 2023). The areas of expertise for martial arts coaches are quite broad and encompass teaching, scientific research, competition, cultural communication, club management, international development, teacher training, and the nurturing of prospective talent (Bai, 2019).

In Türkiye, the Ministry of Youth and Sports recruits permanent/contracted coaches (Directive on Working Procedures and Principles of Coaches, 2025). In addition, there are also opportunities for coaches to open private sports halls and to open courses in Public Education Courses. The working areas of coaches are generally coaching in sports halls affiliated to the Ministry of Youth and Sports, running private sports clubs and coaching in Public Education courses (Coaches Regulation, 2025).

Table 11.

*Coaching certificate equivalence processes*

| Question  | China   | Türkiye  |
|---|---|--|
| How are the equivalence procedures of coaching certificates (domestic and foreign equivalence procedures) carried out? Briefly inform us?                                     | Domestic Recognition Procedures: The competent authority is the Ministry of Sports of China and the relevant local sports administrations Document evaluation, education and experience evaluation, Examination<br>Foreign Equivalence Procedures<br>Diplomatic channels, Chinese foreign ministry, sports ministry co-operation, additional documents  | After making an application to the Turkish Wushu Federation, a coaching certificate is issued according to the answer from the federation's equivalence board. The issues taken into consideration are equivalent education level.   |
| How are the equivalence procedures for coaching certificates obtained abroad carried out? Which criteria are sought during equivalence procedures?                            | Recognition Process: Processes application, evaluation, and request for additional information, decision-making and notification processes.<br>There is no definite range within which recognition procedures are regulated. Chinese sports authorities compare the Wushu coaching standards of the issuing country abroad with China's own standards. This comparison includes many factors such as the content, duration and experience requirements of the coaching training. If the certificate and the coach's experience are deemed to be in line with China's standards, recognition can be granted. | The wushu federation equivalence board examines and decides whether the training periods and training contents of the basic and special training programmes are equivalent in terms of levels. There is no specific meeting time   |
| Can it be determined within the framework of the equivalence procedures applied in Europe (European Qualification Framework) during the equivalence of coaching certificates? | Different education systems, different standards and regulations, different assessment processes. For these reasons, the European framework of recognition procedures cannot be used when recognising coaching certificates in China.   | Türkiye differs from Europe in this respect due to its own sport policies. Equivalence procedures are carried out within the framework of the relevant legislation.  |
| Are your coaching certificates obtained in your country recognised abroad?  | It varies according to the equivalence procedures of the applied country.   | Certificates obtained in Türkiye are recognised in countries with the same educational content. Course hours and course contents are taken as basis. However, it varies from country to country.   |
| How are the equivalence procedures carried out for graduates of Physical Education and Sports Departments and Coaching Departments of universities?                           | Graduates from sports and coaching departments of Chinese universities can obtain coaching qualification certificates at different levels by completing relevant training courses and assessments. These certificates are issued in accordance with national standards and procedures, ensuring that graduates from different professional backgrounds can go through the same certification process  | Graduates of higher education institutions of universities providing physical education and sports education are not held responsible for the theoretical courses in basic education if they certify that they are successful in the courses in the basic education programme. |

Coaching certificate equivalence processes applied in China and Türkiye are given in Table 11. Recognizing coaching certificates involves different structures and processes in China and Türkiye. Detailed information on these issues is given below.

*Domestic Recognition Procedures in China:* The competent authority is the Chinese Ministry of Sport and the relevant local sports administrations. Recognition of domestic coaching certificates in China includes document evaluation, training and experience evaluation and examination stages. The validity, issuing organisation and content of the certificate are evaluated. If the certificate is not deemed sufficient, the coach may be required to receive additional training or participate in additional training programmes per the education system in China for a certain period. In addition, the coach's previous coaching experience is also considered in this assessment process. In some cases, there may be a requirement to take written or practical examinations. These exams are designed to measure the coach's theoretical knowledge and practical skills (Chen & Chen, 2021).

*Domestic Equivalency Procedures in Türkiye:* In Türkiye, the Turkish Wushu Federation under the Ministry of Youth and Sports plays an important role in recognising coaching certificates. The equivalence of the certificates obtained from Türkiye is evaluated by applying to the federation's equivalence board. After the application is made, the coaching certificate is issued according to the answer from the federation's equivalence board. The equivalent education level is considered (Wushu Coaches Training Instruction, 2025).

*Foreign Recognition Procedures in China:* Coaching certificates acquired from abroad in China are recognised through diplomatic channels in collaboration with the Chinese Ministry of Foreign Affairs and the Ministry of Sports. If the certificate is obtained from another country, the embassy or consulate in China is contacted first. The embassy or consulate initially inquires about the document and gathers the necessary information. Subsequently, the embassy or consulate forwards the process to the Chinese Ministry of Foreign Affairs (Chen & Chen, 2021). The Ministry of Foreign Affairs plays a crucial role in international relations and diplomatic procedures, and in cooperation with the Ministry of Sport, assesses the equivalence of the document. In this process, the coaching standards of the country that issued the certificate are compared with China's standards (Chuanwei, Jisheng & Xueting, 2015). Occasionally, additional documents may be required. For instance, accreditation documents from that country's educational institution and detailed coaching experience records. These documents are requested to enhance the assessment of the reliability and validity of the certificate. The recognition process includes application, evaluation, requests for additional information, decision-making, and notification. However, no definitive range exists within which recognition procedures are organised (Chen & Chen, 2021).

*Foreign Recognition Procedures in Türkiye:* In Türkiye, the Wushu Federation Equivalence Board examines and decides whether the education periods and education contents of the basic and special education programmes are equivalent. They do not have a specific meeting time. Due to Türkiye's own sports policies, the framework of equivalence procedures in Europe is not used, and equivalence is accepted in countries with the same educational content. Course hours and course contents are taken as a basis (Wushu Coaches Training Instruction, 2025).

*Recognition Procedures in China according to European Standards:* Due to different education systems, standards and regulations, and assessment processes, the European framework of recognition procedures cannot be used when recognising coaching certificates in China (Chen & Chen, 2021).

*Recognition Procedures in Türkiye according to European Standards:* Türkiye differs from Europe due to its sports policies (Wushu Coaches Training Instruction, 2025).

*Recognition Procedures for University Graduates in China:* Graduates from sports and coaching departments of Chinese universities can obtain different levels of coaching qualification certificates by completing relevant training courses and assessments. These certificates are issued per national standards and procedures so that graduates with different professional backgrounds can undergo the same certification process (Liu, 2006).

*Recognition Procedures for University Graduates in Türkiye:* In Türkiye, graduates of higher education institutions of universities providing physical education and sports education are not held responsible for basic education (theoretical) courses if they certify that they are successful in the courses included in the basic education program (Wushu Coaches Training Instruction, 2025).

## DISCUSSION and CONCLUSION

When analysing the model, curriculum, content, and duration of wushu coaching courses in China and Türkiye, it is noted that the curriculum programme for Wushu coaching in China is implemented gradually, consisting of compulsory courses (both theoretical and practical), basic courses (theoretical and practical), and special training courses (Zhang, 2004). In contrast, the curriculum programme in Türkiye is organised into a core curriculum, compulsory courses (theoretical and practical), and special training courses (Wushu Coaches Training Instruction, 2025). Unlike in China, Türkiye has a core curriculum application, indicating that creating a unified curriculum in China is challenging due to provincial governance. When analysed in terms of the course hours applied in Wushu coach training courses in China and Türkiye, it is seen that the duration of the training given in China (Chen & Zeng, 2003) is much longer and therefore

comprehensive than the duration of the training given in Türkiye (Wushu Coach Training Instruction, 2025).

When the Wushu coaching level systems in China and Türkiye are analysed, it is evident that the coaching levels in China range from 1 to 4 (Wang, 2019), whereas in Türkiye they span from 1 to 5. In all other sports disciplines in Türkiye, coaching levels extend up to the 5th level (Wushu Coach Training Instruction, 2025). When the transition systems between Wushu coaching levels are examined, it is clear that the systems in Türkiye and China are similar. In China, there is no waiting period between levels, and applications can be submitted directly. However, some institutions require coaching experience for promotion (Chen & Zeng, 2003). The grading system, however, varies across different branches. In Türkiye, there is a requirement to wait a certain period and attend seminars, but the same grading system is applied across all sports disciplines (Wushu Coaches Training Instruction, 2025).

When analysing the conditions for participation in the Wushu Coaching training course in both China and Türkiye, it becomes evident that similar criteria are required. The only distinction is that individuals wishing to attend the coaching training course in Türkiye must not have a criminal record, a requirement that is not present in China (Wushu Coach Training Instruction, 2025). When it is examined by which institutions the instructors who provide training in wushu coaching courses in China and Türkiye are assigned, the Wushu Federation, Wushu Training Institutes and Academies, and Local Sports Bureaus undertake this task in China (Wen-hao, 2017). In Türkiye, this task is fulfilled only by instructors assigned by the Turkish Wushu Federation (Wushu Coaches Training Instruction, 2025).

Trainees attending Wushu coaching training courses in China and Türkiye go through similar exams and practices to qualify for a coaching certificate. There is an obligation to prepare a project or thesis only for those who study in the Wushu departments of universities in China (Fu, 2023). In both countries, coaches undergo performance audits after obtaining a coaching certificate. In China, sports management centres and local sports administrative units are responsible for supervising and evaluating coaches' performance (Bai, 2019). In Türkiye, the Wushu Federation conducts the audits (Wushu Coach Training Instruction, 2025).

In China, there is an online tracking system that monitors whether coaches are active or not. Sanctions such as warnings, suspensions, and cancellations of coaching certificates can be applied to inactive coaches; however, excused and exceptional cases are not within the scope of punishment. For instance, if an individual has begun an insured job in a state institution or has officially started employment in an institution and is therefore unable to coach, their coaching certificate is not cancelled but only suspended. This is in accordance with state government policies aimed at encouraging individuals to work in government offices and private organisations (Chen, 2018). In Türkiye, coaches wishing to coach actively are required to obtain a visa for their coaching certificate from the federation each year. Coaches who do not hold a visa for an extended period may continue to participate actively and fulfil their duties upon obtaining a visa when it is due (Wushu Coaches Training Instruction, 2025). Sanctions such as warnings or cancellations are not imposed on coaches who have been inactive for a prolonged period. For example, it is noted that there are 4,600 coaches in Türkiye who officially hold a Wushu coaching certificate, and according to information verified from the federation's page, only 410 of this number had actively maintained their coaching certificate visa in 2025 (Türkiye Wushu Federation, 2025).

When analysing the employment processes of coaches after obtaining a coaching certificate in China and Türkiye, it becomes evident that sports policies in both countries emphasise the recruitment of coaches, the opportunity to run private sports clubs, the development of coaching teams, and the strengthening of school sports through coaches. However, in China, unlike in Türkiye, there are policies aimed at encouraging the transformation of retired athletes (Tang, 2017). This policy reflects the value that the Chinese state places on athletes and addresses the future concerns of these athletes.

When analysing the processes for coaching certificate equivalence in China and Türkiye, the competent authority in China is the Ministry of Sports along with the relevant local sports administrations. The recognition process comprises the application, evaluation, requests for

additional information, decision-making, and notification stages. However, there is no specific timeframe within which these recognition processes are regulated (Chen & Chen, 2021). In Türkiye, the Turkish Wushu Federation, under the Ministry of Youth and Sports, plays a significant role in recognising coaching certificates, particularly considering the equivalent level of education. The equivalence of certificates is assessed by submitting an application to the federation's equivalence board (Wushu Coaches Training Instruction, 2025). In both countries, there is no defined time frame for organising equivalence procedures. In China, equivalence procedures for coaching certificates obtained from abroad are conducted through diplomatic channels in cooperation with the Ministry of Foreign Affairs and the Ministry of Sports (Chen and Chen, 2021). In Türkiye, the equivalence board of the Wushu Federation is responsible for evaluations and decisions (Wushu Coaches Training Instruction, 2025). Whether the Wushu coaching certificates obtained in China and Türkiye are equivalent in other countries varies according to the equivalence procedures of the respective nation. When examining the equivalence procedures in China and Türkiye according to European standards, it is evident that the varying education systems, standards, regulations, and evaluation processes mean that the framework of equivalence procedures used in Europe cannot be applied to the equivalence of coaching certificates in China (Chen & Chen, 2021). Türkiye's practices also differ from those in Europe due to its own sports policies. When scrutinising the equivalence procedures for university graduates, China ensures that university graduates undergo the same certification process. In Türkiye, graduates from relevant departments are not held liable for the theoretical courses in basic education if they can attest to their success in the courses within the basic education programme (transcript) (Wushu Coaches Training Instruction, 2025).

Consequently, the wushu coach education systems in Türkiye and China were comparatively examined, and the educational approaches, standards, programme contents, and processes in both countries were evaluated. This comparative analysis of wushu coaching education and related regulations in China and Türkiye has revealed that both countries exhibit numerous similarities and differences in this domain. These differences arise from the social, cultural, and administrative structures of the two nations and influence the development of wushu coaching. China and Türkiye adopt differing approaches regarding various factors such as the authority to organise training, course models, level systems, participation conditions, employment processes, recognition procedures, and so on. This situation has differentiated effects on the advancement of wushu coaching. For instance, in China, the fact that the state and various institutions jointly possess the authority to regulate coaching education contributes to the establishment of a comprehensive and systematic educational framework. In contrast, in Türkiye, the authority resides solely with the Turkish Wushu Federation, reflecting a more centralised management approach. Moreover, discrepancies in training durations, level transition conditions, and employment policies influence the professional development of wushu coaches in both nations and the proliferation of wushu as a sport in varying ways. Therefore, China and Türkiye sharing their experiences in the sphere of wushu coaching and conducting collaborative studies can significantly enhance the further development of both wushu as a sport and coaching education.

## RECOMMENDATIONS

1. China and Türkiye should increase their collaboration in wushu coaching education. Establishing a common educational standard will enable students to adjust more easily to different countries' educational systems and contribute to a more consistent development of wushu coaching on an international scale.
2. The two countries should try to harmonise their wushu coaching level systems. This will recognise coaches' levels in different countries and facilitate their transition, which will positively impact their career development.
3. The indefinite and unclear duration of the recognition process hinders the international mobility of coaches. Both countries should expedite the recognition procedures and establish a more transparent process. This will enhance the opportunities for coaches to work and study in various countries.

4. China and Türkiye ought to enhance the quality of wushu coaching instructors. This can be accomplished through regular training programmes, supervision mechanisms, and performance evaluations. Competent instructors will cultivate more skilled coaches and contribute significantly to the advancement of wushu as a sport.
5. The two countries should develop policies to support the employment of wushu coaches. Incentives could be offered to private sports clubs, the role of coaches in school sports could be enhanced, and programmes for transitioning retired athletes could be established. This would broaden the career opportunities for wushu coaches and help to popularise the sport.

### Conflict of Interest

The authors declared that there is no conflict of interest.

### Ethical Statement

This study does not present any ethical concerns.

### Financial support

This study has not received any contribution and/or support from any organisation or person.

### References

- Ba, Y. J. (2019). *A study on the coaching ability of coaches in martial arts Sanda clubs in Xi'an* (Unpublished Doctoral Dissertation). Xi'an Physical Education University, Xi'an, China.
- Balcı, A. (2007). *Karşılaştırmalı eğitim sistemleri*. Ankara: PEGEM Yayınları.
- Cai, L. (2007). *Research on the coaching ability structure and self-evaluation of Chinese Sanda coaches* (Unpublished doctoral dissertation). Beijing Sport University, Beijing, China. DOI: 10.7666/d.D295457.
- Chen, J. (2018). *The relationship between organizational support, self-efficacy, and job performance of competitive Wushu routine coaches* (Unpublished doctoral dissertation). Shandong Sports University, Shandong, China.
- Chen, X., & Chen, S. (2021). Sports coaching development in China: the system, challenges and opportunities. *Sports Coaching Review*, 11(3), 276-297. <https://doi.org/10.1080/21640629.2021.1952808>
- Chen, Y.-D., & Zeng, H.H. (2003). Discussion on cultivating students' teaching abilities in martial arts special courses for physical education majors in normal universities. *Physical Education Teachers' Friends*, 2(2), 13-14. <https://doi.org/10.3969/j.issn.1006-1487.2003.02.008>.
- Ding, C., Wang, J., & Wang, X. (2015). Research on the international promotion of martial arts: A study on the skill quality of foreign martial arts coaches. *Sports*, 13, 149-150, 127. <https://doi.org/10.3969/j.issn.1674-151x.2015.13.081>.
- Dönmez, O. (2019). *Wushucularda pliometrik antrenmanların sıçrama ve çeviklik parametrelerine etkisi* (Yüksek lisans tezi). Manisa Celal Bayar Üniversitesi, Sağlık Bilimleri Enstitüsü.
- Fu, W. (2023). Improving political stance, enhancing job skills, and steadily promoting the standardization construction of team safety management: Excerpt from a speech at the third coach training class of the 2023 Team Safety Management Standardization Team Creation Activity. *Ban Jia Tian Di*, 8(8), 20-21.
- Gök, Y. & Aslan, M. (2019). Development of a data collection tool for comparison of coach training systems. *3rd Union of Thrace Universities International Health Sciences Congress Proceeding Book*. 24-26 October 2019 içinde (s. 719-725). Çanakkale: 18 Mart Üniversitesi. DOI: 10.13140/RG.2.2.20586.06081
- Gök, Y., & Aslan, M. (2023). The Comparison of the coaching education systems between countries: Germany, Belgium, The United Kingdom, Estonia, France, Finland, Spain, Switzerland, Italy, Portugal and Türkiye. *Mediterranean Journal of Sport Science*, 6(2), 374-405. <https://doi.org/10.38021/asbid.1223071>
- Han, Q. S., Theeboom, M., & Zhu, D. (2021). Chinese martial arts and the olympics: Analysing the policy of the international wushu federation. *International Review for the Sociology of Sport*, 56(5), 603-624.
- Jia, T. F. (2019). Research on the knowledge and technical qualities that international Wushu coaches should possess. *Boxing and Fighting*, 18, 148 - 149.

- Liu, Y. (2006). *A theoretical study on establishing the professional qualification certification standards for sports coaches in China*. Jilin: Northeast Normal University.
- Luo, C. (2023). Implementation opinions of the general administration of sport, the central organisation establishment commission, the Ministry of Education, and the Ministry of Human Resources and Social Security on setting up coach positions in schools. *Adolescent Health*, 21(6), 41.
- Ma, J. (2016). A normative order for the development of Wushu: A comparative interpretation based on the operational mechanism of the Chinese martial arts dan system. *Journal of Beijing Sport University*, 39(5), 12-17, 23.
- Qin, M. L. (2008). Professional qualities that martial arts routine coaches should possess nowadays. *Sports Science and Technology*, 29(1), 28 - 32.
- Sun, C. Y., & Guo, Y. (2014). The necessity and feasibility of adding wushu coaching courses in Wushu majors. *Journal of Cangzhou Normal College*, 30(3), 129 - 132.
- Tang, B. (2017). *Research on the current situation and countermeasures of professional football players entering primary and secondary schools to teach after retirement - Taking Nanjing, Jiangsu Province as an example* (Unpublished doctoral dissertation). Soochow University, Jiangsu, China.
- Wang, S. (2019). *Research on the promotion status of the martial arts rank system in Xuzhou City* (Unpublished doctoral dissertation). China University of Mining and Technology, Xuzhou, China.
- Shen, W. (2024). Reflections on participating in the national traditional martial arts instructor (Baguazhang) training course. *Chinese Wushu*, 2(2), 11-12.
- Yue, W. H. (2017). *The successful development of children's taekwondo in Guiyang City and its implications for the development of children's martial arts activities* (Unpublished doctoral dissertation). Guizhou Normal University, Guizhou, China.
- Wu, J., & Luo, C. (2008). The construction of a qualification evaluation system for social sports instructors in martial arts events. *Boxing (Science of Martial Arts)*, 5(4), 44-46. <https://doi.org/10.3969/j.issn.1004-5643.2008.04.021>.
- Yang, J. (2019). The 2019 China University students' long weapons (short weapons) combat event coaches and referees training class held in Wudang Mountain. *Chinese Wushu*, 6, 18-19.
- Yıldırım, A., & Şimşek, H. (2016). *Qualitative research methods in social sciences*. Ankara: Seçkin Publishing.
- Zhang, Y. (2004). *Current situation investigation and analysis of Wushu routine coaches in amateur sports schools in Hebei Province* (Unpublished doctoral dissertation). Beijing Sport University, Beijing, China. <https://doi.org/10.7666/d.d004957>.
- Zhao, J., & Bai, N. (2017). On how to cultivate excellent coaches in university martial arts programs. *Wushu Research*, 2(7), 73-75.

### Electronic Resources

Wushu Coach Training Instruction (2025, 12 January). Access Address:

<https://shgm.gsb.gov.tr/Public/images/SGM/Federasyon/Wushu%20Antrenor%20Egitim%20Tal.pdf>

Directive on Working Procedures and Principles of Coaches (2025, 10 February). Access Address:

<https://sporegitim.gsb.gov.tr/Sayfalar/2878/2859/antrenorlerin-calisma-usul-ve-esaslari-yonergesi.aspx>

Coaches Regulation (2025, 10 February). Access Address:

<https://shgm.gsb.gov.tr/Public/images/SGM/Federasyon/Antrenor%20Yonetmeligi.pdf>

Wushu Federation of Türkiye (2025, 12 February). Access Address: <https://twkf.gov.tr/>

International Wushu Federation (2025, 18 January). Access Address: <https://www.iwuf.org/en/sport-wushu/competitive-wushu/>

General Administration of Sport of China (2025, 20 January). Access Address: <https://www.sport.gov.cn/>

Official Website of Chinese Wushu Association (2025, 20 January) Access Address: <https://www.wushu.com.cn/#/>