

Health is the first: Research on the Influence of Wushu Class on Psychological Resilience of Female College Students

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Abstract: Under the guidance of the idea of “health is the first” in the new era, more attention has been paid to the education of students’ physical and mental health. In 2018, Ministry of Physical, Health and Arts Education of the Department of Education established the Four-in-one Goal for school physical education in the new era--- enjoyment, physique, personality and perseverance. As a traditional sport in China, Chinese martial arts, which is also called Wushu, has a unique way to promote a healthy personality and develop perseverance. Therefore, this study takes Wushu culture as the theoretical basis to conduct a 12-week experiment on students by teaching them Changquan, a sort of Wushu. This study found that Wushu has a positive effect on the psychological resilience of female college students, because there was a statistical difference in their psychological resilience before and after the experiment. In addition, sophomores showed a higher level of psychological resilience than freshmen; while freshmen were more likely to improve it than sophomores.

Keywords: Health is the first; Martial arts education; Female college students; Psychological resilience

“Idea” is interpreted as a view or an opinion on Cihai. It plays an important guiding role when we are doing something; it is also the principle to be followed in development. As the priority of school physical education, the idea of “health is the first” is not only the standpoint and starting point of the physical education at school, but also an important basis for evaluating it. As a Chinese traditional sport, Wushu has entered schools since 1904. “Inheriting national culture and promoting national spirit” has been as its teaching concept, so that it could cultivate students’ recognition and pride in traditional Chinese culture. It involves philosophy, morality, will power and psychological resilience education. How to effectively use Wushu education to help college students to establish a comprehensive view on health is an important subject of the physical education nowadays. With its special training mode and spirit, the learners’ will quality and sound personality, such as unremitting self-improvement, perseverance and hard work, have been well received by our society. School sports also aim to guide students to establish the spirit of self-improvement and to enhance psychological resilience through Wushu classes. Guided by the idea of “health is the first”, this study explored the influence of Wushu courses on female college students’ psychological resilience, analyzed the reasons, and provided a reference for future physical education studies.

1. The Characteristics of the Time of “Health is the First”

1.1 Early: To Improve the Physique of People and Form the Habit of Doing Sports

“Health is the first” was a macroscopic goal of school education in response to the problems of national physiques and average life span in the early days of the founding of the PRC. Considering about the situation that students were suffering from malnutrition, overwhelming courses social activities and poor health, Mao Zedong wrote a letter to Ma Xulun, the Minister of Education, to stress that “Compared with studying, the health of students should be taken as the priority by schools. For those who are suffering from malnutrition, all of our schools should help them by providing more financial support and reducing their burden of studying and attending meetings. A sick person should have a special treatment[1]. In 1999, the Decision of the CPC Central Committee and The State Council on Deepening Educational Reform and Comprehensively Promoting Quality-oriented Education pointed out, “A healthy body is the premise for young people to serve their motherland and

people, and it is the embodiment of the vigorous vitality of Chinese nation. Schools should establish the guiding ideology of taking health as the priority and strengthen physical education, so that students can master basic sports skills and form a good habit of doing physical practices.” Since then, “Health is the first” has become the guiding ideology for physical education at school.

1.2 Middle: To Focus on the Development of Students and be People-oriented

With the reform and opening up, economic development and the state’s constant attention to the health of students, the nation’s health condition and average life expectancy have also been greatly improved. For example, the average life expectancy was 35 years before the founding of the PRC, 76.77 years in 1981, and 77 years in 2020, which was closely related to the country’s emphasis on national health education. WHO has also changed the idea of “healthy” from no disease to a comprehensive concept including physical health, mental health, social adaptation and moral awareness. In 2008, in Speech at the Summary and Commendation Ceremony of the Beijing Olympic and Paralympic Games, General Secretary Hu Jintao said, “We will further promote China from a major sports country to a strong one” and he stressed, “We must adhere to the goal of improving the whole nation’s health condition and standard of life, and attach importance to and give full play to the role of sports in promoting all-round human development and economic development, to coordinately develop competitive sports and mass sports.” This also presupposed that sports would not only be competitive but also public-available, not only for a good physique but also for the overall development of people. Diversified changes have taken place in the school education work as well. For instance, according to the ideas like “people-oriented”, “all for the students, for all things about students, for all students,” and so on, schools explored new ways of education in that period. It is worth mentioning that the function of physical education started drawing attention, because it focuses on a three-dimensional target, which includes knowledge and skills, process and methods, emotional attitude and values. It can also enhance the quality of hard-working and ability of teamwork.

1.3 Late: Enjoyment, Physique, Personality and Perseverance—the Four-in-one Goal

General Secretary Xi Jinping stressed in the spirit of the National Education Conference that “Efforts should be made to cultivate the striving spirit; students should be encouraged to have great ideas, to take responsibilities, to be optimistic towards life, to work for their goals and to continuously improve themselves”, which that is the goal for educators. “We should establish the idea of ‘health is the first’ and set up enough physical education classes to help students enjoy sports, keep fit, have a nice personality and cultivate perseverance.” Thus, it is necessary to affirm the role of physical education and its requirements, and to clearly increase students’ physical and mental training. In 2018, Ministry of Physical, Health and Arts Education of the Department of Education proposed a four-in-one sports goal for school—“Enjoyment, Physique, Personality and Perseverance”. It could be seen that school sports would enter a new era which indicates that under the guidance of the idea of “health is the first”, the school physical education would change from giving physical training into offering the integration of physical and mental education and combining with the national spirit and culture to cultivate young people in the new era with excellent Chinese culture.

2. Research of Psychological Resilience

Psychological Resilience is the ability to cope mentally or emotionally with a crisis or to return to pre-crisis status quickly. Hence, good psychological resilience is the foundation of sound personality and social adaptability. The theory of it originated abroad, though, it has been applied in China for a long time. In Wushu, there are old sayings like “it takes ten years to forge a perfect sword” and “every pleasure has its pain”. People believe that thousands of times of practice not only improve skills, but also make the trainees mentally strong.

According to an interview with 101 colleges’ wrestling coaches, Daniel Gould found that 82% of them believed that psychological resilience is the most important psychological trait leading to success in wrestlers, and they speculated that psychological resilience was related to athletes’ self-efficacy and motivation[2]. Dong Sung and Kang-hun used Mental Toughness Test to explore the difference between elite and non-elite female athletes and found that the former ones are at a strong level of mental toughness, self-confidence, awakening control and positive energy[3]. In addition, the quality plays a positive role in alleviating anxiety, but its effect on gender difference and education level needs to be further explored.

Chinese scholars believe that from the perspective of psychological development, college students, between 18 and 23 years old, have gradually mature minds and certain subjective consciousness, but they are still not fully mature in self-control, autonomous consciousness and self-regulation. Among them, female college students are more worthy of attention, because with the population of education, the proportion of female college students is increasing year by year, especially in the normal school, language school and art school where female college students accounts for nearly 80%. The mental health, including mental toughness education is of great significance to their social work. In particular, female college students face various pressures like giving birth and employment after graduation. Good psychological resilience can help them reduce negative emotions, such as depression and anxiety, and have a happy life.

The theory of gender difference in psychology proposed that, compared with boys, girls have more opportunities for inner conflicts, stronger feelings caused by various pressures, more intense reaction to pressure, and less emotional stability[4]. According to some current investigations, female college students have a lower sense of happiness than male students. And the dimensions of happiness and challenge are the highest in freshmen; they gradually decreased when students get older[5], which has a certain relationship with the increase of academic and employment pressure. The mental health level of female college students is found lower than that of other females[6], thus it is necessary to pay attention to those students. With the rapid development of society, students' academic pressure is also increasing. In the face of multiple difficulties and pressure, female students' awareness of mental health and the education for them are both imperative. They need support.

3. Design and Experiment for Psychological Resilience of College Students in Wushu Courses

3.1 Design

3.1.1 Curriculum Design under the Idea of “Health is the First”

Health is the primary goal of school physical education. Therefore, we should make full use of Wushu courses to help students learn skills, have fun, develop perseverance and improve physical condition through appropriate exercise. When some students feel uncomfortable in classes, their teachers should formulate reasonable plans meeting their different needs according to their conditions. Besides, taking “student-centred” as the principle, teachers should try group learning to cultivate the sense of interaction among students, assign tasks to them and let them discuss so as to cultivate their team spirit and to improve their adaptability and problem-solving ability.

3.1.2 Students-centred All-round Development

Education is a project centred on promoting human development. Comenius believed that education is “to instruct in all things necessary for the present and for the future life”. Confucius said, “An educated gentleman cannot but be resolute and broad-minded, for he has taken up a heavy responsibility and a long course.” Therefore, curriculum designers should consider about not only the present, but also the future, to promote students' all-round development. Wushu curriculum takes students as the centre; it intends to take students' current needs and future needs as the starting point, in order to mentally enlighten students, teach skills and increase their physical condition. It should also make use of students' acquired knowledge to help them learn actively, participate in the learning process of Wushu, and find and solve problems independently.

3.1.3 Wushu Teaching Practice

Teaching content is the most important part of a curriculum. Wushu curriculum involves skills, theories and practice. Primary Changquan were taught in this experiment; psychological resilience education is carried out as well. In terms of skills, the repetition of movements has been a requirement of martial arts since ancient times. Through countless times of practice, students would understand the pursuit of skills of martial artists. From the perspective of theories, the design of the curriculum is guided by two martial arts practice concepts—“internal and external cultivation” and “the combination of pen and sword”, so that students would learn the characteristics of Changquan, such as the combination of hardness and softness, quickness and slowness, clear rhythm and so on. Finally, through practices, like confrontation and other forms, students could feel the characteristics above, have a better mood in dealing with tricky things and develop the will quality of self-improvement and moral integrity.

3.2 Experiment Approach

In this study, guided by Wushu knowledge, the students would join a 12-week experiment. Its feedback would be obtained through questionnaires and interviews. Five classes of students would be selected, including 72 freshmen and 54 sophomores. Questionnaires and interviews with individual students would be conducted before and after the experiment. The experiment would last for 12 weeks (two classes per week); the teaching contents would be delivered from basic training, to simple movement, to composite movements, and finally the complete set of Changquan, as well as Wushu theory and spirit combined with them. Eventually, the influence of Wushu spirit on the psychological resilience of those female students would be shown. The Connor – Davidson Resilience Scale (CD-RISC) was selected to design the questionnaire; comments on the curriculum by students would be considered in the result too; and spss22.0 would be used for analysis.

4. Data Analyse

4.1 Experiment

Table 1: Before and After Experiment (n=124)

Dimension	Before (M±SD)	After (M±SD)	p
Perseverance	42.72±8.32	46.64±9.26	0.00**
Strength	28.17±4.99	30.12±5.13	0.00**
Optimism	13.48±2.52	14.10±2.81	0.07
Total	93.77±16.18	97.90±17.21	0.05*

* $p < 0.05$ ** $p < 0.01$

It can be seen in table 1 that there was a significant difference between the data of perseverance dimension before and after the experiment ($P < 0.01$). The average of it after the experiment was 46.64, significantly higher than 42.72 before the experiment. The strength dimension showed a great difference before and after the experiment too ($P < 0.01$). The average after the experiment was 30.12, higher than 28.17 before the experiment. The data of optimistic dimension increased as well, but it was not obvious ($P > 0.05$). In terms of the total score, the after 97.9 was much higher than before 93.77. In general, Wushu courses had a positive impact on the psychological resilience of college students, especially female.

Table 2: Before and After Experiment, Freshmen (n=72)

Dimension	Before M±SD	After M±SD	p
Perseverance	42.63±8.88	46.36±9.33	0.02*
Strength	27.64±5.09	29.93±4.88	0.01*
Optimism	13.13±2.49	13.83±2.69	0.12
Total	93.23±16.85	97.26±17.02	0.17

* $p < 0.05$ ** $p < 0.01$

From table 2 we can learn that there was a significant difference in the dimension of perseverance of freshman girls, from 42.63 to 46.36. There was also a considerable difference in the dimension of strength, from 27.64 to 29.93. The data of optimism dimension improved less. From the perspective of total score, little difference was shown in the level of psychological resilience of freshmen before and after the experiment.

Table 3: Before and After Experiment, Sophomores (n=52)

Dimension	Before M±SD	After M±SD	p
Perseverance	42.81±7.73	47±8.99	0.01*
Strength	28.75±4.86	30.37±5.36	0.10
Optimism	13.86±2.52	14.44±2.88	0.26
Total	94.36±15.54	98.74±17.0	0.16

* $p < 0.05$ ** $p < 0.01$

As can be seen from Table 3, the data of perseverance of sophomores increased obviously from 42.81 to 47 after the experiment. Although there was some improvement in strength dimension and optimism dimension, it was too little to indicate anything.

Table 4: What did you learn from the class? (Multiple Answers)

Choice	Number	Proportion
A Way of Physical Exercise	102	82%
Friendship	86	69%
Decisiveness and Confidence	77	62%
Striving Spirit	80	65%
Other	1	1%

The value of education lies in its ability to make difference on students, which is shown in Table 4. It can be seen that most students felt that they gained a new way to do physical practice through Wushu classes; some made friends, some gained striving spirit, others became more decisive and confident. Firstly, the value of a particular skill was recognized by more than 82% of students, which also reflected it was the carrier of the curriculum. Secondly, in group learning, students could feel the sense of mutual help in the team, and their awareness of friendship was promoted. Thirdly, the improvement of striving spirit, decisiveness and confidence reflected their agreement of Chinese martial spirit.

Table 5: How did you deal with difficulties? (Multiple Answers)

Choice	Number	Proportion
To Ask Classmates for Help	109	88%
To Ask Teachers for Help	91	73%
To Solve them independently	60	48%
To Ask for other people for help	26	21%
Other	6	5%

The way of dealing with difficulties can effectively reflect one's ability to problem-solving. According to table 5, 88% of students chose their classmates to solve problems, followed by asking teachers for help, working it out by themselves, asking other people for help and other ways. It illustrated that they were in a positive learning atmosphere and environment in the class, because they were inclined to solve problems in class. It also showed the advantage of integrating group work and independent learning together in curriculum design, so that students could change their ways of thinking and avoid feeling helpless when facing difficulties.

Table 6: Do you think you made progress?

Choice	Number	Proportion
Definitely YES	40	32%
Yes	64	52%
Partially Yes	19	15%
Just Little	1	1%
Definitely NO	0	0%

From table 6, there was a positive correlation between effort and learning progress. 32% of students thought they had definitely made great progress and 52% thought they had made progress, which reflected their sense of gaining in the class. Female college students usually gain recognition from their achievement in classes, so it could be seen from the table that progress they made in Wushu class stimulated their interest in sports and promote their confidence.

4.2 Interview

Previous studies have shown that the cultivation of psychological resilience is affected by responsibility, task difficulty, self-control and other factors. Therefore, 12 students were selected and interviewed after the experiment, in order to know their feelings and performance after class. From the perspective of task difficulty, most of the students said the difficulty of this class was moderate, because they could understand it completely in class; when they encountered difficulties, their learning motivation was aroused. However, when they were repeating one single movement, they had little enthusiasm, and continued to practice just because of teacher's encouragement and guidance. In addition, it is found that students believed in group learning when facing difficulties, since mutual assistance among students could effectively reduce teaching difficulties for teachers; and students were willing to seek help from their peers.

In terms of knowledge about Chinese martial arts, most of the interviewees had never been exposed to martial arts before; a few students knew it in primary and secondary schools, but their knowledge was still limited. During this class, students had a new understanding and feelings about Wushu; they

enhanced the skills and enriched the cultural knowledge; they knew what the movements appeared in films, television and stories is and how to do them; they had a more real understanding of the principle, function and spirit of Wushu; their daily life was even subtly influenced by it, feeling more patient and persistent. In terms of confidence, most students thought it was difficult to learn Wushu before learning, but they had a higher self-evaluation by learning one movement by another and mastering them finally. They believed that they can solve any problems and achieve their goals through some efforts. Furthermore, a nice atmosphere in the groups was established for students to solve problems in time.

Through the interview, it is shown that Wushu courses could effectively improve students' physical and mental health. The difficulty of learning also met the needs of college students. It could effectively stimulate learning motivation and provide them with a platform to show themselves. However, there are also some problems. For example, as most of the time was spent in the practicing part, the time for teaching theories could not meet the needs of students. They hoped they would have a detailed understanding about Wushu culture and history.

4.3 Discussion

4.3.1 The Influence of Wushu Class on Psychological Resilience of Female College Students

It could be seen from the data that the psychological resilience of female college students is 93.77, which is above the average level, indicating that female college students majoring in liberal arts performed better than the samples in previous studies. According to the data, Wushu courses had a positive impact on the psychological resilience of female college students, which increased from 93.77 on average to 97.9. The data of the dimensions of perseverance and strength increased significantly, indicating that the class could promote the psychological toughness and awareness of self-improvement of students. Psychological resilience refers to one's mental toughness when facing setbacks. Wushu class is a challenging one, since it requires one's skills, strength, coordination, flexibility and so on. Thus, it requires the practitioners to have the courage to push and challenge themselves. Meanwhile, it provides them a subtle environment helping them make that. A study believes that Changquan courses have positive effects on body sensation, communication and neurosis[7]. This study also proved that Changquan can enhance mental toughness of students.

Comparing the data of different grades, we can see that the psychological resilience level of sophomores was slightly higher than that of freshmen. It is inferred that it was because sophomores went into the university life earlier so that they had better adaptability of sports and studying. The experiment showed that freshmen improve obviously during that time, especially in the dimension perseverance and strength. It indicated that freshmen were able to adapt well to the teaching environment and absorb knowledge, conforming with the previous research saying that freshmen perform more bravely in challenges.[5] Sophomores only showed a significant difference in the dimension of perseverance, meaning that Wushu courses had a positive impact on the mental toughness of students. For the dimension of optimism, there was no considerable change, which might be caused by the technical difficulty of martial arts. It required students to repeat for many times to be fast, nimble and powerful, and eventually to feel the "harmony between inside and outside, among hands, feet, elbows, knees, shoulders and hip". Optimism refers to one's positive attitude towards difficulties, which can help students to solve problems. Therefore, it is still necessary to pay attention to the cultivate students' optimism through courses. In previous studies, college students' pressure came from, in turn, learning, interpersonal communication, school life, health problems, family problems, personal development, economic problems, relationships, and so on[8]. They would feel pressure of employment and relationships gradually increase when getting older[9]. Therefore, it is necessary to pay more attention to cultivate an optimistic attitude for students.

4.3.2 Under the Guidance of "Health is the First"

Designed under the concept of "health is the first", Wushu curriculum promoted the education of students' mental health, social adaptation, and the cultivation of finding and solving problems. In the new era, facing social competition and academic pressure, students should have the ability to solve problems independently. Wushu course does not only teach skills, but also teaches with advanced methods and ideas, which conform to an old saying, "Teaching one to fish is better than giving fish". Therefore, teaching students the ability to solve problems plays a positive role in improving learning effects and relieving pressure. According to the feedback from the students on the Wushu class, more than 82% of them learned practicing methods and other useful things, which were actually the most important things left to students in our Wushu class. It was not just martial arts skills, but the assistance

for their college learning and life given by the spirit, culture, fitness methods and ideas about sports life they learned on the class. In terms of problem solving, more than 88% of the students could deal with their problems with the help of their classmates; and the atmosphere of mutual assistance was also improved in that process. 73% of the students looked for teachers' help to solve their problems.

The sense of gaining refers to the students' satisfaction in learning and the overall response to their own performance. In terms of the sense of gaining of students, most of them were satisfied with what they had done, which also reflected that the course and students' ability on adapt to each other. Students could achieve their goals through moderate efforts, and their striving spirit could be improved too. Generally speaking, the characteristics of Wushu, such as Wushu spirit, self-improvement and hard work, are the foundation to promote one's psychological resilience. It means that students can form the self-improvement spirit, independent thinking and problem-solving abilities, so as to improve the social adaptability to cope with the competitive environment in the future.

According to the interviews, some said that the Wushu course influenced their physical health and mind, such as correcting their understanding of Wushu and making it went into life from the film; some believed that it enriched their after-school activities and helped relax their bodies and relieve pressure; others thought Wushu spirit helped them face the academic pressure, and let them settle down to solve problems when they were down. The idea of advocating martial arts is to encourage students to have the power to work hard and forge ahead, so that they can constantly try new things and push themselves in learning. From table 6 it can be seen that students who thought that they definitely have made great progress accounted for 32%, and those who thought they have made progress accounted for 52%, which also showed that encouraged by the Wushu spirit, students were more likely to recognize their growth.

4.3.3 Factors Influencing Psychological Resilience on Class

(i) Cognitive change

Education level and cognitive level are important factors affecting psychological resilience. Improving the cognitive level of students means to help them objectively and comprehensively understand Wushu, to correct their wrong ideas about it before, to discover the style of Wushu learning and the Wushu spirit, to understand the saying about perseverance -- "every pleasure has its pain", and to learn strategies to actively deal with difficulties and to encourage them to constantly accept and challenge themselves. The design of the curriculum in this study not only taught the Wushu skills, but also "inherited national culture and carried forward national spirit". Guided by the Wushu spirit, the course cultivated students' spirit of harmony, self-improvement and struggle, so that it could improve female college students' awareness of difficulties and their abilities to overcome them. It could also promote their recognition of their own efforts, so as to improve their psychological resilience and alleviate psychological problems.

(ii) The Supportive Class Environment

The living and learning environment has an important impact on the cultivation of students' personality. In my opinion, class, as a short-term teaching environment, also has the function of cultivating the attributes of students. In this experiment, according to the characteristics of students, they were divided into groups. Through some methods like, group assignments, demonstration, peers' error correction, the course improved the atmosphere of learning and cohesion in those groups, and it formed a supportive environment for learning filled with loving care. Most interviewees believed that support from classmates was very helpful. And because of the characteristics of female college students, we needed to pay more attention to their mental health and mutual assistance among peers, which could help them continue to work hard in the face of setbacks and finally improve their psychological resilience. Under the influence of the environment in this class, it would become easier to gradually transform the technical requirements of martial arts into the requirements of their daily behaviours. It could establish a tough personality with the striving spirit, change one's daily behaviours, and establish a positive attitude to cope with everything.

(iii) the Perspective as a Practitioner

Learning, practicing and feeling Wushu from the perspective of practitioners can establish a stronger sense of self-identification and participation for students, which will guide them to demand themselves as Wushu practitioners with a higher standard. Helping students to know themselves better and establish learning and sports goals will improve their learning effect. Wushu has requirements for the practitioners in both behaviour and morality. In terms of behaviour, firstly, one's movements need

to be strong and powerful. When punching and kicking, they should have “Li, Jin, Shen”, which can be interpreted as “strong, energetic and concentrated”. Secondly, one should be upright, modest and courteous through behaviours, which can help him or her to feel the determination, self-improvement and striving spirit of Wushu. In terms of morality, under the guidance of Wushu culture, students would realize the ideas of “martial arts aims at stopping fighting” and “the warriors are fearless”. They can establish a correct view of learning Wushu and Wushu spirit as far as they learn those things from the perspective of Wushu practitioners, and they can maintain a positive attitude and always have a goal to pursue. Students can establish the belief of self-improvement in Wushu training, so that their psychological resilience would be enhanced and they could practice those Chinese old sayings like “Strong youths lead to a strong country; thriving youths leads to a thriving nation”.

5. Conclusion and Suggestion

5.1 Conclusion

Under the idea of “health is the first”, Wushu course were tested to have a significant effect on the psychological resilience of female college students, as it improved the perseverance and strength of female college students. From the comparison between two grades, the data of the dimension of perseverance of sophomores was higher than that of freshmen, while freshmen improved more during the experiment. In addition, the data of perseverance, strength and optimism of sophomore girls were higher than those of freshman girls, but there was no statistical difference. It could be seen that under the idea of “health is the first”, Wushu course had obvious effect on both physical and mental health of female college students. It helped to cultivate the psychological resilience of female college students, which would be the foundation for their future high-intensity study and work, love problems and other changeable situations.

Moderate physical practice is helpful for mental adjustment, and this study believes that Wushu courses designed under the idea of “health is the first” can promote the cognitive improvement and habit cultivation of female college students under the guidance of culture, and enhance their mental toughness. The behavioural patterns and the rules like “self-improvement”, “hard work” and “harmony” in Wushu courses can stimulate and improve students’ behavioural awareness, integrate healthy awareness and Wushu spirit into personal behaviours, and cultivate the awareness that one’s knowledge and action should conform with each other.

5.2 Suggestion

The significance of education lies in guiding the direction for students and enlightening their wisdom. In the rapidly developing society of networking, we need to pay more attention to guiding students to establish a correct view on health and a tough personality. Physical education courses should not only strengthen their physiques, but also cultivate their will, improve their personality and avoid the phenomenon of skating by to be a couch potato among college students. The perseverance, self-improvement and vigorous spirit shown in Wushu class are cultivated in the months and years of training. The short-term study in the classroom cannot make every student completely change. Thus, we still need to pay attention to the sustainable acquired behavioural habits, to help establish the tough character of students and cultivate a positive consciousness. Apart from the class, we still need the education helpful for establishing sports atmosphere in schools and spreading sports spirit and national spirit. We also need to create platforms for after-school sports activities and to encourage students to gain the lifelong habit to do physical practice.

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