

# **Innovative Practices of Traditional National Sports in Promoting Physical Health among University Students: A Case Study of "Bringing Martial Arts into the Classroom"**

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**Abstract:** As an integral part of Chinese culture, traditional national sports hold significant importance in promoting physical health among university students. Against the backdrop of increasingly prominent physical health issues among young people, innovative practices such as “bringing martial arts into the classroom” have explored new pathways for integrating traditional national sports into the modern education system. Focusing on the core concept of “bringing martial arts into the classroom,” this paper analyzes its application and value in university physical education while summarizing relevant innovative practice experiences. Through scientifically designed courses, this approach combines martial arts movements with elements of fun and practicality, addressing the issue of monotony in traditional martial arts teaching. It enables students to enjoy the process of exercise while acquiring practical skills such as self-defense. Furthermore, interdisciplinary integration connects martial arts with culture, art, and technology, enriching teaching formats and enhancing students’ understanding and recognition of the cultural significance of martial arts. On the practical level, this paper proposes three innovative practice models: first, the linkage between in-school and out-of-school activities, which involves organizing martial arts competitions and cultural exchange events to allow students to experience the competitiveness and interactivity of martial arts in practice; second, the integration of diverse resources through the collaborative efforts of governments, schools, and societal forces to promote the long-term development of martial arts education; third, policy support and teacher training, which ensures a solid foundation for martial arts courses by providing policy guarantees, conducting teacher training, and optimizing facilities. These innovative practices effectively overcome the limitations of classroom teaching, embedding martial arts education into students’ daily lives and societal interactions, thereby improving teaching outcomes and promotion efficiency. However, the promotion of traditional national sports in universities still faces challenges such as insufficient teaching staff, inadequate curriculum design, lack of facilities, and limited cultural awareness. Moving forward, it is essential to deepen innovative practices, strengthen government support and societal participation, optimize teaching plans and resource allocation, and enhance students’ cultural recognition of martial arts and traditional national sports. This paper asserts that the innovative practice of “bringing martial arts into the classroom” not only provides new ideas for promoting physical health among university students but also injects new vitality into the inheritance and development of traditional national sports. Through continuous exploration and improvement, martial arts courses can better integrate into the university physical education system, contributing positively to the establishment of healthy campuses and the cultivation of well-rounded students.

## **1. The Significance of Ethnic Traditional Sports in Promoting College Students’ Physical Health**

### **1.1 Ethnic Traditional Sports as an Important Means to Improve Students’ Physical Fitness**

Ethnic traditional sports, as a unique form of physical activity, not only enrich the content of sports courses in higher education but also play a significant role in enhancing students’ physical

health. Firstly, ethnic traditional sports emphasize full-body coordination and strength training. For instance, Chinese traditional martial arts, Tai Chi, and the Miao people's Lusheng dance require fluid and integrated movements, which effectively exercise students' muscle groups, joint flexibility, and body coordination. Unlike single competitive sports, these activities focus on a balance of softness and strength, enabling students to build physical power while improving flexibility and endurance, thereby achieving comprehensive physical fitness. Secondly, the diverse forms of ethnic traditional sports allow students to choose activities that suit their physical conditions. [1] For example, wrestling events among minority groups are suitable for students with strong physical strength, while Tai Chi is more appropriate for those who wish to enhance cardiovascular function through slow movements. This balance between personalization and universality ensures that ethnic traditional sports meet the needs of different student groups. Moreover, long-term participation in ethnic traditional sports helps students develop regular exercise habits, which improve metabolism, strengthen immunity, and prevent illnesses. Especially in the current context of declining physical health among young people, ethnic traditional sports, with their unique charm and health benefits, have become one of the key strategies for colleges to promote students' physical health. In summary, through ethnic traditional sports, college students can better exercise their bodies, enhance their physical fitness, and achieve the goal of leading a healthy lifestyle.

## **1.2 Ethnic Traditional Sports as a Fusion of Cultural Identity and Physical Health**

Ethnic traditional sports are not merely forms of physical activity but also important carriers of ethnic culture. By engaging in ethnic traditional sports, college students can simultaneously exercise their bodies and deeply appreciate the cultural meaning and values embedded within these activities. This process helps strengthen students' sense of cultural identity while subtly promoting their physical health. Firstly, ethnic traditional sports are rich in cultural heritage, such as Mongolian horse racing, Tibetan archery, and the Dai people's water-splashing festival. These sports not only reflect the history and spirit of ethnic groups but also convey the concept of harmonious coexistence between humans and nature. By organizing these activities in colleges, students can understand and experience the uniqueness of ethnic cultures in practice, fostering a love for national culture while increasing their enthusiasm for participating in sports through the fun and interactive nature of these activities. Secondly, the ceremonial and collaborative aspects of ethnic traditional sports enhance students' sense of belonging and collective consciousness. For example, activities like dragon and lion dances or ethnic group dances require students to work together to complete complex movements and coordination. [2] This process not only exercises their bodies but also cultivates a spirit of teamwork and cooperation. Through such experiences, students can achieve both physical and psychological health within a culturally immersive environment. Furthermore, ethnic traditional sports boast unique entertainment and aesthetic qualities. Their lively and engaging forms attract students of different ages to participate. By combining enjoyment with cultural education, students' interest in exercise is enhanced, and their physical fitness is gradually improved. [3] Therefore, ethnic traditional sports in colleges serve not only as an effective method for promoting physical health but also as an important channel for preserving and celebrating ethnic culture. Together, these two aspects complement each other and create a positive cycle of interaction.

## **1.3 The Role of Ethnic Traditional Sports in Stress Relief and Confidence Building**

Mental health is an essential component of physical health, and ethnic traditional sports play an indispensable role in promoting psychological well-being. College students today face pressures from academics, career prospects, and other areas of life, which often result in high levels of psychological stress, leading to issues such as anxiety and depression. By participating in ethnic traditional sports, students can release tension, relax their emotions, and gain a sense of psychological satisfaction and security through physical activity. Firstly, ethnic traditional sports emphasize the integration of mind and body. For example, Tai Chi incorporates slow movements and deep breathing techniques, helping participants relax their nerves, reduce anxiety, and achieve mental balance. Additionally, activities such as traditional dances and bamboo pole dancing are filled with rhythm and music, creating dynamic experiences that bring students joy and further

alleviate mental stress. [4] Secondly, ethnic traditional sports are highly participatory, allowing students to establish positive interpersonal relationships through teamwork and collaboration, thereby reducing feelings of loneliness and social isolation. For instance, during dragon boat races or wrestling competitions, students need to cooperate and strive together, which fosters a sense of group belonging and security. This collaborative experience helps build their self-confidence and communication skills. In conclusion, ethnic traditional sports not only provide physical benefits but also contribute to students' mental health by reducing stress, enhancing social connections, and fostering self-assurance. Their ability to integrate physical activity with cultural engagement makes them an ideal solution for addressing the challenges faced by college students today.

## **2. Challenges Faced by Integrating Martial Arts into Campus Classrooms**

### **2.1 Insufficient Teaching Staff: The Shortage of Professional Martial Arts Teachers Limits the Promotion and Development of Campus Martial Arts**

The primary challenge faced by integrating martial arts into campus classrooms is the shortage of qualified teaching staff, particularly professional martial arts instructors. This issue manifests in several ways: Firstly, schools at all levels—colleges, high schools, middle schools, and elementary schools—tend to focus more on training physical education teachers for traditional sports such as basketball, soccer, and track and field. [5] Martial arts, as a unique discipline combining culture and physical activity, has not received sufficient attention in the curriculum systems of teacher training institutions. Consequently, many physical education graduates lack specialized knowledge and teaching methodologies for martial arts, making them ill-equipped to teach it effectively. Secondly, the number of existing martial arts instructors is far from adequate to meet the demand for integrating martial arts into school curricula. Given that martial arts require a high level of expertise and technical proficiency, training qualified martial arts teachers involves extensive time and effort. This slow supply of instructors falls significantly short of the growing demand for martial arts education. Additionally, some schools, especially those in remote areas and rural regions, do not have dedicated physical education teachers, let alone those with expertise in martial arts. In such areas, where sports teaching resources are already scarce, the lack of professional martial arts teachers further exacerbates the problem. Furthermore, in some schools that have introduced martial arts courses, the absence of professional instructors often leads to these classes being taught by general physical education teachers or part-time coaches as a temporary solution. In these cases, it becomes difficult to ensure the quality of the courses, and students miss out on the opportunity to systematically learn the core techniques and cultural essence of martial arts. In conclusion, the lack of qualified teaching staff is a significant challenge to the integration of martial arts into campus classrooms. It directly affects the promotion, implementation, and effectiveness of martial arts education.

### **2.2 Unreasonable Curriculum Design: Disconnect Between Martial Arts Teaching Content and Practical Needs, Impacting Student Interest**

The second challenge faced by integrating martial arts into campus classrooms is the unreasonable curriculum design, characterized by a disconnect between teaching content and practical needs, which leads to a decline in students' interest and participation. Firstly, many schools currently design martial arts courses that are overly simplistic, focusing primarily on basic movements and routine practice while neglecting the competitive and practical aspects of martial arts. This approach reduces martial arts to mechanical movements, making it difficult for students to appreciate the charm and cultural essence of martial arts, thereby losing interest in the courses. [6] Secondly, there are issues with the scheduling of martial arts classes. For instance, some schools allocate martial arts courses to extracurricular periods or short segments within regular physical education classes, which fail to provide sufficient practice time. This fragmented teaching approach not only diminishes the systematization of the courses but also weakens students' learning outcomes. Moreover, the goals of martial arts courses in some schools are unclear, with no tailored teaching

plans based on the physical characteristics or developmental stages of different age groups, nor consideration of students' actual needs and interests. For example, elementary school students are more suited to learning simple and easy-to-understand movements, whereas high school students may be more interested in the practical combat techniques of martial arts. The lack of differentiated instruction directly results in poor teaching effectiveness. Additionally, the evaluation system for martial arts courses is often flawed. Many schools still rely on traditional fitness tests to assess students' learning outcomes, ignoring the unique cultural understanding and spiritual development fostered by martial arts education. Such singular evaluation standards fail to comprehensively reflect students' achievements, significantly diminishing the value of the courses. In conclusion, the unreasonable design of martial arts curricula is a major challenge to the integration of martial arts into campus classrooms, requiring urgent attention from educational authorities and schools.

### **2.3 Insufficient Facilities and Equipment: Lack of Infrastructure Restricts the Development of Martial Arts Teaching Activities**

The insufficiency of facilities and equipment is another major challenge faced by integrating martial arts into campus classrooms. This issue is particularly prominent in schools of different types and regions. Firstly, martial arts teaching requires a relatively large amount of space for practicing movements and conducting sparring sessions. However, many schools already have limited sports facilities, most of which are allocated to popular sports like soccer and basketball, leaving minimal space for martial arts instruction. Some schools even lack dedicated indoor training spaces, forcing martial arts classes to be conducted on outdoor playgrounds. This not only compromises the quality of instruction but also increases the risk of injuries for students. Secondly, martial arts training requires specialized equipment and facilities, such as protective gear, sandbags, wooden stakes, and other tools necessary for enhancing students' practical combat skills and ensuring safety. However, due to limited funding or inadequate emphasis on martial arts education, many schools fail to provide these essential items, or only possess a limited quantity of equipment, which cannot meet the needs of the classroom. For instance, in some schools with large student populations, the shortage of equipment forces to take turns using the tools, significantly reducing learning efficiency. Additionally, the maintenance and management of sports facilities for martial arts teaching are often overlooked. In some schools, sports grounds suffer from severe wear and tear, with uneven surfaces that directly impact the effectiveness of practicing martial arts techniques. Furthermore, the multipurpose use of school facilities frequently results in martial arts teaching time being occupied by other activities, further restricting the normal progress of courses. Finally, the problem of inadequate facilities and equipment is even more pronounced in schools located in remote areas. Due to their geographic isolation and limited funding, these schools often struggle to provide even basic sports facilities, let alone specialized spaces and equipment for martial arts instruction. In conclusion, the lack of adequate facilities and equipment severely hinders the proper implementation of martial arts teaching and is one of the pressing challenges that need to be addressed to successfully integrate martial arts into campus classrooms.

### **2.4 Insufficient Cultural Awareness: Misalignment in Understanding and Recognition of Martial Arts among Students and Teachers**

The fourth challenge in integrating martial arts into campus classrooms is insufficient cultural awareness, with both students and teachers demonstrating misaligned understanding and recognition of martial arts, which negatively impacts the effectiveness of course promotion. Firstly, some students have a superficial perception of martial arts, viewing it merely as a set of simple movements or as combat scenes depicted in movies and television. They overlook the profound cultural connotations and spiritual values embedded in martial arts. This one-dimensional understanding leads to a lack of interest in martial arts courses, with students perceiving them as dull and monotonous physical activities, which in turn diminishes their enthusiasm for learning. Secondly, teachers also often lack sufficient cultural awareness regarding martial arts. Many instructors teaching martial arts courses have not undergone systematic training in martial arts culture and, therefore, are unable to provide in-depth explanations of its historical background,

philosophical principles, and national spirit. As a result, the teaching content is confined to physical movements, lacking cultural depth and failing to inspire students' passion for learning. Additionally, some schools place insufficient emphasis on martial arts, perceiving it as a subject that offers little advantage in terms of academic advancement or competitive achievements. Consequently, martial arts courses are marginalized in the curriculum, which directly affects the extent of their promotion and students' willingness to participate. Moreover, the broader societal perception of martial arts also suffers from cultural biases. In modern physical education, Western competitive sports dominate the landscape, often overshadowing or misrepresenting martial arts as a traditional cultural practice. This cultural disparity further exacerbates the challenges of promoting martial arts in schools. Lastly, the promotion of martial arts courses in remote and minority regions is also hindered by insufficient cultural recognition. While these regions often have rich resources in traditional ethnic sports, the lack of systematic education and awareness campaigns results in lower levels of student recognition and understanding of martial arts, preventing them from fully appreciating its cultural value. In conclusion, the lack of cultural awareness among students and teachers significantly restricts the integration of martial arts into campus classrooms. Addressing this challenge requires efforts to deepen cultural understanding and recognition of martial arts at multiple levels.

### **3. Innovative Practices for Integrating Martial Arts into Campus Classrooms**

#### **3.1 Diversified Curriculum Design: Innovating Martial Arts Teaching Content to Align with Student Interests and Needs**

The primary innovative practice for integrating martial arts into campus classrooms is adopting diversified curriculum design to spark students' interest in learning while addressing their varied needs. Traditional martial arts teaching often suffers from monotonous content and rigid formats, typically limited to basic movements and routine drills. This approach can make students feel bored and disengaged, ultimately reducing their enthusiasm for participation. Therefore, schools should aim to design more diverse and engaging martial arts courses that balance both entertainment and practicality, tailored to students' interests and physical and mental development. Firstly, the course content can be stratified according to different age groups. For example, elementary school students can focus on learning simple basic movements and martial arts exercises, incorporating martial arts elements into games to enable students to acquire skills while enjoying themselves. For middle and high school students, the curriculum can include more complex traditional routines and practical techniques, such as combinations of punches and kicks, along with lessons on self-defense tactics to enhance the practicality of the courses. Secondly, the format of the courses can be made more flexible and varied, moving beyond traditional classroom teaching methods. For instance, schools can utilize modern technologies such as video tutorials and virtual reality (VR) to allow students to experience the charm of martial arts in a virtual, thereby increasing interactivity and appeal. Furthermore, martial arts can be integrated with content from other disciplines, such as combining martial arts movements with sports dance or musical rhythms to create new forms of exercise, making the courses fresh and exciting. Additionally, schools can design courses based on regional cultural characteristics, incorporating local martial arts projects. For instance, minority ethnic regions could promote their unique martial arts traditions, while areas with a cultural heritage could offer courses in styles like Tai Chi or Bagua Zhang, allowing students to experience the diversity and cultural significance of martial arts. Through such diversified curriculum design, martial arts education in schools can not only attract a greater number of students to participate but also help them discover the joy and meaning of martial arts during the learning process.

#### **3.2 Interdisciplinary Integration: Combining Martial Arts with Traditional Culture, Technology, and Art**

The second innovative practice is promoting interdisciplinary integration in martial arts education by combining martial arts with traditional culture, technology, and art. This approach

breaks the limitations of a single physical education curriculum and enriches martial arts teaching with deeper cultural connotations and modern significance. Firstly, as an integral part of China's traditional culture, martial arts are deeply connected with humanities disciplines such as history, literature, and philosophy. In teaching practice, schools can introduce courses like "Martial Arts and Culture," which explore the history of martial arts, the characteristics of various styles, and the traditional ideas embedded within, such as Confucianism and Chinese medicine. For example, during Tai Chi lessons, instructors can incorporate Taoist concepts of "Yin-Yang balance," helping students understand the internal logic and cultural context behind martial arts movements, thereby fostering a stronger sense of cultural identity among students. Secondly, the integration of martial arts with modern technology opens up vast opportunities for teaching innovation. Schools can utilize virtual reality (VR) and augmented reality (AR) technologies to develop martial arts teaching applications, allowing students to learn complex martial arts techniques or experience historical martial arts duels in a virtual environment through wearable devices. This approach not only enhances students' interest in learning but also enables teachers to use data analytics to precisely monitor students' training outcomes and progress. Additionally, the combination of martial arts with art provides avenues for further curriculum innovation. Schools can organize students to choreograph martial arts dances, blending the strength and beauty of martial arts with artistic elements such as music and lighting. This not only improves students' physical coordination but also cultivates their aesthetic appreciation and teamwork skills. Through this interdisciplinary integration teaching model, martial arts transcend their role as merely a physical activity and evolve into a comprehensive learning platform, fostering students' development in physical, intellectual, and emotional dimensions.

### **3.3 Integration of In-School and Out-of-School Activities: Organizing Martial Arts Competitions and Cultural Exchange Events**

The third innovative practice is fostering the integration of in-school and out-of-school activities by creating platforms for martial arts competitions and cultural exchanges. These practices allow students to experience the competitive and interactive aspects of martial arts through hands-on participation, further stimulating their interest in learning. Firstly, schools can regularly organize a variety of in-school martial arts competitions, providing students with opportunities to showcase and evaluate their learning achievements. For example, schools can host martial arts routine contests, self-defense skill competitions, or team-based martial arts group performances, enabling students to refine their skills through competition while experiencing the dynamic appeal of martial arts. Additionally, martial arts can be incorporated into campus celebrations, such as sports festivals or arts festivals, by featuring martial arts performances. This encourages students to creatively choreograph routines and collaborate as a team, further highlighting the charm and versatility of martial arts. Secondly, out-of-school activities serve as a valuable supplement to martial arts education. Schools can partner with local martial arts associations, martial arts academies, or community organizations to invite renowned martial arts coaches or masters to give lectures and demonstrations on campus. Through interactions with professionals, students gain a deeper and more tangible understanding of the essence and cultural significance of martial arts. Furthermore, schools can encourage students to participate in local or national martial arts competitions, such as youth martial arts championships, providing them with broader platforms for showcasing their talents and engaging in exchange with peers. On an international level, schools can establish connections with martial arts organizations abroad to enable cross-cultural martial arts exchanges through online and offline activities. This would allow students to explore the global dissemination and development of martial arts, broadening their perspectives and fostering a deeper appreciation for its cultural impact worldwide. By integrating in-school and out-of-school activities, martial arts education extends beyond classroom learning, offering students diverse opportunities for practice, growth, and enrichment in a wider range of real-world scenarios.

### **3.4 Integration of Diverse Resources: Collaboration Between Government, Schools, and Society to Promote Martial Arts Education**

The fourth innovative practice involves the integration of diverse resources, fostering collaboration among the government, schools, and societal forces to collectively advance martial arts education. Firstly, the government should provide greater support for martial arts education at the policy level. This could include incorporating martial arts into the core curriculum of school physical education, establishing standardized teaching guidelines and evaluation criteria, and increasing funding for martial arts teacher training and the construction of teaching facilities. With such policy guarantees, schools can access more robust resources to promote martial arts courses effectively. Secondly, schools, as the primary implementers, should take an active leadership role. For instance, schools can establish dedicated martial arts teaching research groups responsible for curriculum design, innovative teaching methods, and teacher training. Additionally, schools should strengthen collaboration with local martial arts organizations to introduce higher-quality teaching resources. Furthermore, the participation of societal forces is an essential component in driving martial arts education forward. Martial arts academies and clubs can collaborate with schools to provide professional teaching staff and curriculum resources. Businesses, on the other hand, can sponsor martial arts competitions or donate teaching equipment to support the development of martial arts education. Moreover, the involvement of parents and community members is equally important. Schools can introduce open martial arts courses or parent-child martial arts activities to encourage the engagement of families and local residents, creating a supportive atmosphere where martial arts education becomes a shared focus across society. By integrating resources from multiple stakeholders, martial arts education can move beyond the limitations of relying solely on school resources. This collaborative mechanism—led by the government, implemented by schools, and supported by society—ensures a more comprehensive and efficient development of martial arts education.

## **4. Conclusion**

As an integral part of China's outstanding cultural heritage, traditional national sports play an irreplaceable role in promoting physical health among university students. Particularly, innovative practices such as "bringing martial arts into the classroom" demonstrate the deep integration of traditional sports with modern educational concepts, offering new perspectives and pathways for the comprehensive improvement of students' physical well-being. In the context of the new era, as concerns about the physical health of young people become increasingly prominent, campus martial arts instruction not only effectively enhances students' physical fitness but also promotes traditional culture, fosters mental health, and cultivates strong character and values. This practice carries significant educational and social value. The innovative approach of integrating martial arts into the classroom provides valuable experience for the promotion of traditional national sports in universities. On one hand, by designing scientifically and reasonably structured courses, martial arts instruction combines technical movements with elements of fun and practicality, addressing the issue of monotony in traditional martial arts curricula. This enables students to enjoy the process of physical exercise while acquiring practical skills such as self-defense. On the other hand, through interdisciplinary integration, martial arts are blended with culture, art, and technology, enriching instructional formats and enhancing students' understanding and appreciation of the cultural essence embedded in martial arts. Meanwhile, the integration of in-school and out-of-school activities, coupled with the consolidation of diverse resources, provides robust support for the promotion of martial arts education. This allows martial arts instruction to transcend the boundaries of the classroom and become an integral part of students' daily lives and societal engagement. However, there remain many challenges to the application of traditional national sports in promoting physical health among university students. Issues such as insufficient teaching staff, poorly designed curricula, lack of facilities and resources, and limited cultural awareness hinder the effectiveness of martial arts instruction and restrict its potential to improve student health. Therefore, it is essential

to continue deepening innovative practices, fully leveraging the collaborative efforts of governments, schools, and society. This involves increasing policy support, strengthening teacher training, optimizing curriculum design, improving teaching facilities, and enhancing the cultural recognition of martial arts and traditional sports among students and teachers. These efforts will lay a solid foundation for the long-term development of martial arts education. Traditional national sports are a vital component of university physical education. Their unique cultural value and educational functions provide essential support for the holistic development of students' physical health. The innovative practice of "bringing martial arts into the classroom" not only contributes to the inheritance and development of traditional national sports but also sparks students' enthusiasm and interest in participating in physical activities. In future development, continuous efforts to summarize experiences, address shortcomings, and explore innovative solutions will be crucial to maximizing the impact of martial arts instruction in university physical education. This will help promote students' physical health and comprehensive development, while further integrating traditional national sports into the modern educational system. Allowing martial arts, a cultural treasure of the Chinese nation, to shine brightly on campus will inject new vitality into the preservation of traditional Chinese culture and contribute to building healthy campuses and advancing holistic education.

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