

The Research of School Sports Culture Construction and Core Values Building With Youngsters

CAI Qifei

Jiangnan University Sports Institute, P.R.China, 430056

Abstract: Through vertical cross structure analysis of sports culture, education and school sports, this article proposes that the development of “the Campus Sports Spirit” is the root of the construction of youth sports culture. The dissemination function of school sports education is the basis of promoting sports culture to take root on campus. On this basis, the development and expansion of sport itself is a process of the core values of society, which is rooted in education in the form of sports culture and is accepted by youth from the perspective of practice.

Keywords: Sports culture, Youth, Core values, Construction

Foreword

Humans can only be human through education. The essence of education is to shape a natural person into a social person. As the founders of the culture institutions, humans have good-mannered culture associations after years of education; on the other hand, humans evolve and develop in the atmosphere of culture, so as to acquire the ability to influence the construction of cultural content. Culture construction is an epitaxial reflection of values. Only after it becomes a habit, a life style and even a kind of spirit, can it deduce to a value system which is accepted by the society. And that is what we call social core values.

Campus culture is the essence and ultimate goal of school education development. In the process of campus culture construction, campus sports culture, as a part of campus culture, has its own characteristics and law of development, which cannot be ignored. At present, it is influenced by many factors, such as traditional ideas, social employment pressure and so on; there are ideologies of focusing on the present actual effect (graduation rates and test firsts, etc.), neglecting long-term planning (the function of schools is to cultivate social people or public citizens who get comprehensive development). Thus, through the analysis of school sports culture construction and core values building with youngsters, we try to provide the construction and development of campus culture with a new train of thought.

1 The Dissemination Function of School Sports Culture

There are three levels of humans’ constitution: the biological level, the psychological level and the social level. Not only can sports improve all of a person’s development of ability, organ and system, but also, on the whole, it can stimulate people with thoughtful, emotional and creative roles. With the development of the society, the acceleration of a living tempo and the increase of people’s pressure of thought, we need to make the best of the diversity of sports to make people as an organic whole from three aspects: biological, psychological and social.

Concerning the human body, sports culture is one of the important mediums to promote the all-round development of human beings. The influence of school sports culture on people tends to the influence of the environment and atmosphere. It is influence on consciousness and habits. It creates an atmosphere of campus sports for students and plays a guiding role on individual sports behavior. In the process of concrete practice, sports, under the guidance of a certain idea, tell the audience why to do, how to do and how to make it; thus, incorporating the concept of value ideas into practical teaching.

The internalization of campus sports culture takes the students’ concept and thought into a desire and craving for sports. This kind of concept helps students form a certain kind of “unique trait in sports

culture” under the drive of specific goals, beliefs and principles on sports code of conduct. And the unique trait in sports culture makes for cultivating the students’ sports idea, aesthetic temperament, attitude, etc., and offers spiritual and motivation support. Accordingly, it prompts students to make continuous efforts to improve their physical quality.

In the process of joint participation, the core of school sports culture is the spirit of sports culture. How to form a spirit of mutual understanding, friendship, solidarity and fair competition, we say that sport is a medium; people’s communication builds a harmonious culture atmosphere. And to walk out of the narrow circle of individual interests, sport is needed. For individuals, personality shaping also needs sports to improve; through applying sports culture to people, we can foster a certain standard people to realize cultural accumulation, transfer, choice and creation. Thereby we can make sports cultivate human nature, shape personality and serve the people’s physical and mental development and perfection. The sense of honor built by sports allows participants to purify the soul, make the dirty clean in the process of practice and make a noble personality.

There is no doubt that everyone can vaguely feel the benefits brought by sports culture. To analyze it from the perspective of education, it is lack of physical education of campus culture. It is neither perfect nor harmonious. The education that teenagers accept will be incomplete, and it is unfavorable to an individual’s personality, psychological health and physical health level of development. So looking back, we must rethink our education ideas and take campus sports culture construction as one of our education development centers.

2 The Analysis on the Present Situation of School Sports Education in Primary and Secondary Schools in Our Country

From the perspective of the whole current education environment, our country is in a period when there is an urgent need of the construction and framework for school sports culture. From the level of national policy, national leaders have realized the current physical condition of teenagers is in a declining stage. To improve or to hold the physical health condition of adolescents in a harmonious horizontal plane, our country has released numerous files from policy to support the teenagers to walk out of the classroom to participate in outdoor sports exercise.

The policy made by the central committee, the ministry of education and the general administration of sports has been carried out for so many years, but why are the effects not so good? Investigating its reason, the author thinks that, we have not kept up with the construction on two levels. The first is the sports venues, equipment and other hardware construction for youth to participate in sports exercise still lag behind. Although Premier Wen’s government working report touched on the investment of education reached 15% of GDP, but when these a few percent is invested to the national primary and secondary schools sports venue construction later, it is too limited.

In Wuhan city, the per capita area of sports venues in junior high schools is less than 1 square meter. What kind of sports culture will we have when we have hundreds of thousands of students run on the playground in the only 200 meters or only two basketball backboard of small grounds? Secondly, from society to family, the “phantom” of the exam-oriented education is always haunting the parents. When determining the future and physical health, parents just sacrifice physical health, and say they must think for children’s prospect or official career. Health is not important anymore, because it can be compensated by pharmaceutical conditions. But if children fall behind on their academic performance in the exam-oriented education, that means they are away from the core of competition between universities. Which is more important? Only parents can feel the meaning balanced out by the steelyard. Therefore, in the dual backgrounds of field construction and exam-oriented education, school physical education is gradually marginalized (Deputy minister of education, Hao Ping: the related departments of the ministry of education in 129 counties (city, area) of 15 provinces, according to the monitoring, the opening rate of fourth grade P.E. is less than 56.5%, and for the second grade of junior middle school it is less than 76%; 31.6% of the grade four and 83.5% of the second grade of junior middle school, the

schools do not organize extracurricular activities).

We are in the emphasis on “Exercise an Hour Every Day” every year, but in front of the education value, it is distorted by a kind of social utility. What exercise effect can be brought to our teenagers by this one hour? We hope to enhance teenagers’ psychological experience and promote individuals’ comprehensive and harmonious development through sport games; but we cannot face the fact that the arena is not harmonious (physical violence, sports injuries and casualties, etc.); we can only cancel the artistic gymnastics and collective ball games in physical education. Instead we use not very strong competitive and confrontational projects, such as rope skipping, setting-up exercises to music, social dance, etc, to maintain the reputation of physical education. School sports can only be “harmonious”.

Faced with the “rebellion” of the 90’s generation and the “self” struggle of the new millennial generation, we always hope they know what they should do, how to face life and hope that they will establish a value which we think correct. But once problems are appeared, we realize that our children also need something which it seems to us that it is unimportant (happy sports). When society, schools and family give feedback, we find it seems that our children don’t need to have what they used to think important (sports and network). So we take mandatory measures to let them stay on the playground. But it can lead to their “self” and “rebellion” character.

At this point, it reminds me of Jim Riyadh (New York Times reporter) in the TV documentary *Yansong See American—Schools Sports in American* who said: I think sport is a very important part in American culture and it has a long history. Because in the United States, we grow up in a kind of idea that sport is the way we learn teamwork, how to compete and how to get along with people around. I think in the United States, there are sports teams in nearly every middle school and high school. This is a major part in American culture. What can we do in the face of the educational function of powerful social values in American school sports? We don’t know whether the children will choose the campus sports or network, but we need to return campus sports to the essential meaning of physical education. This needs both the society and family to release their anxiety and confusion.

3 The Construction of Campus Sports Culture and Adolescent Core Values

“Health first” is the guiding ideology of school physical education. There is no doubt that the most fundamental function of sports is to enhance physical corporeity and health. The purpose of our physical education is to let students in the schools to grow up and study healthily, and lay the foundation for the students’ healthy work and sustainable health. The forms of campus sports is varied, including sports teaching, sports competitions, sports training and extracurricular sports activities, sports appreciation, etc. By various forms, we can realize the growth and development of the human body’s organs, improve sports ability, promote all-round development of human body fitness and physical quality, and enhance humans’ body ability to adapt to the natural and social environment.

So, in order to implement it, how can we construct campus sports culture? In the process of the construction of campus sports culture, how do we blend core values in construction of it? The author thinks that, first of all, to blend school education into the whole basic education system, we need to take sports as an organic part of it. In the present state of education in primary and secondary schools, sport is regarded as one of the compulsory courses. But in terms of sports courses’ status, whether it should be blended into the whole education remains to be seen. When we measure the height or depth of school sports work, the national physical health standard of students is a hard-and-fast policy and rule. In addition, we should attach great important to the training work of school sports which is reserved for talented persons; we should show the features of school sports work and the results of school sports culture construction by the demonstration of reserved sports talents. Here, we think only by this, it is not enough to support the construction of school sports culture. The goal that must be reached is: in the process of the education, each student should have the condition (not only the venues, equipment and other hardware facilities) and atmosphere (we can see students participate in sports activities freely in a stadium during extracurricular activity time, rather than once after 3 o’clock in the afternoon, there is no

one doing sports on the school playground except for sports students). In the process of sports exercise, here is what teenage participants should do: be willing to do it and just do it. Only by providing the true sense of sports cultural environment, can students participate in sports activities in sports venues in spare time and other appropriate times.

When the number and frequency of teenagers' participation in sports activities increases, not only does teenagers' demand for sports lie in the purpose of simple entertainment and fitness, but also, in turn, they would seek support from physical education teachers or professional sports people, and consult them how to carry out deeper sports activities (Improve the ability to participate in sports) and how to show the quality of the individual through physical activities. After demanded space appears, schools can guide different types of youth to participate in sports activities in a planned and targeted way from top to bottom or from bottom to top. In this way, we can strive to cultivate teenagers' development of health education and the forging of character.

4 Conclusion

Teenagers' interests and hobbies in sports are established in the process of doing sports. Through the sports practice, confidence is built and the ability of awareness, identification and analysis of social food protocols that teenagers establish is broadened. After the efficacy of value system which derives from sports is accepted by teenagers, they will learn and follow it in the daily practical process of the sports activities. Over time, after the core values which the society advocates are blended into sports, it will be very spontaneous for teenagers to learn to assume their own responsibilities and social obligations in the process of sports practice. The core values of our society will naturally be implanted into teenagers' daily behaviors, and become the target of their study and life and the pursuit of the ideal.

Author in Brief:

Cai Qifei, teacher and associate professor in Sports School of Jiangnan University, Wuhan, Hubei Province.

References

- [1]. Xia Xiaoqin. A Comparative Study of University Sports Culture in China and the United States [J]. *Comparative Education Research*. 2005, 10 (185): 47-51
- [2]. Compiled by Yang Ziwu. *Education: Let a Person Become a Person* [M]. Beijing: Peking University Press. 2010: 4-10
- [3]. Jochen Huxley. *Science and Education* [M]. Beijing: People's Education Press. 2009: 242-262
- [4]. The Notice Issued by the Ministry of Education About to Ensure the Provisions of the Primary and Middle School Students' Sports an Hour Every Day. [EB/OL] http://www.gov.cn/zwggk/2011-08/02/content_1918342.htm
- [5]. Liu Jiliang. *Education Research of Youth Value* [M]. Guangdong: Guangdong Education Press. 2003: 170