The Infiltration of "Preventive Treatment of Diseases" Philosophy of Traditional Chinese Medicine in College Physical Education

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Abstract. Physical education and medicine have been closely linked since ancient times, especially in the prevention of diseases. Furthermore, the "preventive treatment of diseases" philosophy of traditional Chinese medicine is closely linked with physical education, with obvious advantages. Health is the key to success for college students, and the good and bad teaching in college physical education greatly affects students' physical health. Therefore, physical education work in higher colleges is very important, and there are certain particularities. This work aims to discuss that the spread of "preventive treatment of diseases" philosophy and culture of Traditional Chinese Medicine should be strengthened when developing college physical education, as well as several aspects that should be paid attention to. The college students' physical health has become a social concern. The "preventive treatment of diseases" philosophy of traditional Chinese medicine is a health-preserving method created and developed by the working people of the forefathers in the long-term struggle with the disease and the living environment. The application and popularization of "preventive treatment of diseases" philosophy in college physical education is a beneficial supplement and development to college physical education.

1. The Origin and Connotation of "Preventive Treatment of Diseases" Philosophy of Traditional Chinese Medicine

Although college physical education in China has experienced more than 30 years of reform and made remarkable achievements, it is still an outstanding old problem that students' physical health conditions such as increasing myopia rate, decreasing endurance, decreasing strength, etc., have stagnated or even declined [1]. Why does the school student's physique still not improve? As the pace of the times accelerates, how to make students have a good state in physiology, psychology, social adaptation, etc., and truly realize the fitness and strong life function in college physical education? It is imperative to learn and absorb new ideas, theories and methods, strengthen physical education and improve the college physical education system. "Preventive treatment of diseases" is an advanced medical philosophy in traditional Chinese medicine, which is first seen in Yellow Emperor's Internal Classics. For example, Su Wen four large air-God theory points out that "the actual occurrence of dead saints, has been ill for treating disease, where he had been arbitrary rule is not chaos, is what is called also". Through the continuous enrichment and development of doctors in the past dynasties, a unique theoretical system of medicine and prevention has been formed. Its content includes three levels.

1.1. Prevention before illness

Ma Xuantai, a medical expert in the Ming Dynasty, points out that "this is the spirit of sage's pre-cultivation, growth and collection" in the book of Yellow Emperor's Internal Classics Plain Questions. In the Internal Classic, there is a saying: "on the stab its not living also". "Preventive treatment of diseases" mainly embodies health preservation philosophy in traditional Chinese medicine. It plays a very positive role in promoting college students' physical and mental health by calming the mind, nourishing the body with movement, reconciling yin and yang, mediating diet, living scientifically, etc.
1.2. Prevent disease from getting worse

It refers to the disease, should be actively treated to prevent the disease aggravated or bad direction. Zhang Zhongjing, the medical saint, further put forward typhoid fever theory and six meridians' transmission theory based on "preventive treatment of diseases" in *Yellow Emperor's Internal Classics*. The disease often develops from superficial to deep, from superficial to internal, and from simple to complex. This is the law of transmission along the meridians, and the law of diseases, such as more transmission, straight to the middle, combined with diseases, etc. It embodies "preventive treatment of diseases" philosophy to prevent the aggravation of disease transmission. It is required that the disease be cured at the early stage of its occurrence, and can not be further developed and worsened, thus striving for early treatment to prevent its transmission.

1.3. Preventing recurrence after recovery

It refers to the initial recovery of the disease to pay attention to conservation, to prevent disease recurrence. This is also one of the important contents of "preventive treatment of diseases" philosophy. *Yellow Emperor's Internal Classics Plain Questions·Hot Treatise* points out that "emperor said: the disease has been cured when there are omissions... How to treat? Qibo said: it is necessary to adjust the situation according to the fact". In other words, when the disease is initially cured, it is necessary to restore the healthy atmosphere of human body, regulate the physiological state of human body, enhance the physical quality, promote the recovery and prevent the disease from recurring [2].

2. The Exercise Regimen Philosophy of "Preventive Treatment of Diseases" of Traditional Chinese Medicine

The traditional exercise regimen originated from the primitive witch dance. However, after the appearance of *Yellow Emperor's Internal Classics*, the exercise regimen has a long-lasting relationship with the theory of traditional Chinese medicine [3]. Traditional Chinese medicine advocates the body view of "heaven and human induction", and the *Miraculous Pivot* points out that "human beings are related to heaven and earth, corresponding to the sun and the moon". In order to maintain the constancy of the body, movement is the most important external method. In the ancient books of Huanglao Taoism and medicine in Qin and Han Dynasties, it is said that "running water is not rotten, and the hinge of a household is not broken" as a metaphor to advocate sports and health preservation. Among them, the most widely quoted is the phrase in the *Spring and Autumn of Master Lü* (i.e., "Running water is not rotten, and the hinge of a household is not broken, moving also. Shape and vitality are the same. If the shape is fixed, the essence will not flow. If the essence does not flow, the vitality will be depressed" [4].

3. The Infiltration of "Preventive Treatment of Diseases" Philosophy of Traditional Chinese Medicine in School Physical Education Teaching

First of all, students should make clear the important position of physical education in teaching. At the same time, it is emphasized that physical education, as natural science, is inextricably linked with medicine. It is not a subsidiary of medicine as an auxiliary means to prevent or treat some diseases, and it is a separate discipline. Secondly, "preventive treatment of diseases" philosophy of Traditional Chinese Medicine is strategic and dynamic in the management of human health, and its core is prevention, du-Chien, prevention and rehabilitation. From the perspective of students' physical health, they can enrich the knowledge of health preservation and disease prevention through learning, and enhance physical health through sports. Compared with the aim of teaching and learning in school physical education, "preventive treatment of diseases" philosophy has the more scientific strategy and clear pertinence. Moreover, the "preventive treatment of diseases" philosophy is of great significance to the theory of physical education. It can help the school better grasp the guiding ideology of physical education, the teaching concept of physical education, the students' physical behavior, the methods of physical education to promote health, etc., and enable the college students to enjoy healthy services.
3.1. The mastery of "preventive treatment of diseases" philosophy by college teachers

College physical education teachers are the main body of college physical education activities and the shapers of college students' healthy physique, and play a leading role in the whole physical education activities. Therefore, college physical education teachers must better grasp the connotation of "preventive treatment of diseases" philosophy, and implement it well. The guiding ideology, teaching concept and teaching method of teachers' teaching determine the teaching purpose and result (i.e., teachers should have a wide range of knowledge, basic knowledge of health science, psychology and other disciplines, thus controlling the overall situation in the teaching process, and formulating targeted fitness and fitness methods according to students' health status). For students who have been reading books for a long time, resulting in cervical discomfort and signs of vision discomfort, teachers should give different sports practice methods, such as shooting, playing table tennis, etc.

3.2. The "preventive treatment of diseases" philosophy accords with the guiding ideology in college physical education teaching

The Central Committee of the CPC and the State Council once pointed out that "school education should establish the guiding ideology of health first", which is consistent with the "preventive treatment of diseases" philosophy in traditional Chinese medicine [5]. First of all, both of them take health as their starting point and focus, and embody the view of "people-oriented". Secondly, the "preventive treatment of diseases" philosophy highlights the long-term, emphasizing that health is the guarantee of people's quality of life. The guiding ideology of "health first" physical education teaching highlights the positioning of health value in the educational background, and "health first" emphasizes the orientation of education [6]. It can be said that the "preventive treatment of diseases" philosophy is a combination of psychological care, health care and disease prevention, and the teaching guiding ideology of "health first" in school physical education has a certain agreement. To some extent, it covers the guiding ideology of "health first".

3.3. The "preventive treatment of diseases" philosophy advocates individualized teaching

Individualized teaching is a teaching method that pays attention to individual differences and harmonious development for students' personality. Every student is different in the external form, health status, physical fitness, etc., and they are all different individuals. In the process of college physical education teaching, they should take the initiative to adapt to individual personalized needs and carry out targeted teaching. The "preventive treatment of diseases" philosophy requires that teachers should tend to use individual teaching methods, teach students according to their aptitude, and pay attention to the effectiveness of individual learning [7]. The establishment of individual students' health records, the construction of an evaluation system for students' health indicators, the dynamic detection of students' health status, etc., should be emphasized. Only by paying attention to the development of each student's physique and health status, the change of physical fitness and function status, according to each student's file information, as well as the feedback of physical fitness test information and making correct guidance, can the individual skills and health level of college students be really improved.

3.4. Holding special lectures on the physical education theory of "preventive treatment of diseases" philosophy in traditional Chinese medicine

Students in medical colleges have a strong understanding ability, love to listen to scientific principles, and do not like general explanations. General classroom explanations are sometimes difficult to meet their needs for sports knowledge, especially for sports health knowledge. Therefore, the advantages of multimedia should be fully utilized according to the length of students' study in school. On the one hand, physical education teachers will give further explanations on physical education; on the other hand, medical experts can be invited to give in-depth lectures on some knowledge of physical health and "preventive treatment of diseases" philosophy in traditional Chinese medicine. Through these ways, the teaching effect is improved. The requirements of students are met, and the development of physical education is promoted. In addition, a variety of extracurricular sports activities are carried out to stimulate students' enthusiasm to participate in physical exercise, and cultivate their will to love the collective, work hard, be brave and tenacious,
and persist in the end. At the same time, their knowledge and skills of rest education are increased to achieve the purpose of physical exercise with the help of competition.

3.5. The "preventive treatment of diseases" philosophy requires students to master the necessary physical education literacy

First, the contents specified in the syllabus must be completed during the period of study in school. It is necessary to master some basic theories, basic knowledge and basic skills of physical education, learn some methods of physical exercise, and be able to exercise and strengthen physical fitness by themselves. Second, college students in traditional Chinese medicine should master some basic diagnosis and treatment methods and means. They should not only inherit the former methods of disease prevention, fitness and health preservation, but also have the ability to develop new methods of disease prevention and health preservation. Chinese medicine attaches great importance to the role of people's internal causes, and advocates "preventive treatment of diseases". And sports can play a "positive memory, evil can’t do" role. For example, leg lifting can strengthen the spleen and stomach, and treat diarrhea. In this way, college students can be guaranteed to have a healthy body and sufficient energy to complete their learning tasks in school, and then contribute themselves to society in the future.

3.6. The "preventive treatment of diseases" philosophy requires reforming traditional evaluation methods and criteria

The purpose of the evaluation is to better understand and master students' health information, so the examination methods and evaluation standards should first serve the health of students. At present, the main indicators selected for the evaluation of students' performance in school physical education are the mastery degree of students' sports technology, physical quality and physical condition, as well as students' learning attitude and usual performance [8]. From the perspective of "preventive treatment of diseases" philosophy, this evaluation method is biased. The new evaluation system should pay more attention to the learning process, especially the experience process, rather than just the evaluation results. The evaluation system of physical education examination, which is established under the influence of "preventive treatment of diseases" philosophy, should not only pay attention to the mastery of skills and techniques for students' athletes, but also integrate the comprehensive evaluation of students' physical condition.

4. Conclusion

The "preventive treatment of diseases" philosophy is a set of theoretical systems for human health preservation after thousands of years of exploration and practice in traditional Chinese medicine. Through "prevention" and "health preservation" two ways, the purpose of human health can be achieved [1]. It is a proactive health view and methodology to make it easier for people to grasp and obtain health and to maximize people's health rights and interests [9]. By introducing the "preventive treatment of diseases" philosophy into college physical education from the medical field, the emphasis on the teaching of sports skills and ability can be changed, and the limitations of college physical education in China can be made up. More attention should be paid to the comprehensive health education for students' morality, intelligence, beauty and physique, which is closely focused on students' physical health. In accordance with the requirements of the times, it embodies the humanistic care based on life, development and self-realization. It will greatly promote students' physical and mental health, and improve students' physical literacy to infiltrate the "preventive treatment of diseases" philosophy into college physical education students.

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