

# Research on Restrictive Factors and Countermeasures of Ice and Snow Projects for Disabled Persons Entering Campus under the Background of Double Olympics

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**Keywords:** Ice and Snow Project for the Disabled, Enter the Campus, Constraints, Countermeasures

**Abstract:** Under the background of double Olympics, the goal of 300 million people participating in ice and snow projects for the disabled has been achieved. Teenagers are an important group. Ice and snow are introduced into schools as a way to carry out ice and snow projects for the disabled. Chinese successful bid for the 2022 Winter Olympics has caused an "ice and snow fever" in the country. However, the development of ice and snow events for the disabled is restricted to some extent by factors such as venues, facilities and personnel reserves. In view of the lack of venues and facilities, lack of teachers and curriculum resources, and security problems faced by the disabled ice and snow project on campus, this paper puts forward corresponding improvement suggestions from the aspects of vigorously promoting and popularizing the disabled ice and snow project knowledge, offering ice and snow courses, increasing the construction of venues, realizing social ski resort linkage, and actively promoting the disabled ice and snow project events on campus.

## 1. Introduction

In recent years, the rapid development of ice and snow sports for the disabled in China, especially the successful bid of Beijing 2022 Winter Olympics, has brought great opportunities for the prosperity and development of ice and snow sports for the disabled. In order to implement the directive spirit and overall strategic plan of the CPC Central Committee and the State Council on preparations for the 2022 Beijing Winter Olympics, and with the help of university resources, the level of preparations for the Winter Olympics will be improved. During the bid for the 2022 Winter Olympics, the idea of "ice and snow entering the campus" was put forward. The Chinese delegation stressed in the statement of the Olympic bid that the Chinese Olympic Committee is implementing the plan of "driving 300 million people to participate in the ice and snow project for the disabled" and will continue to implement such promotional projects as "millions of young people on ice and snow" and "ice and snow sunshine campaign" [1]. The ice and snow sports for the disabled can not only be regarded as a competitive sports, but also have the characteristics of fitness, entertainment, promoting social harmony and so on. At the same time, it has become a very popular fitness sports [2]. The Winter Olympics is an opportunity and turning point for the development of ice and snow projects for the disabled in China. Through this opportunity, the gradual radiation development of ice and snow projects for the disabled from schools to society will be promoted, and the ice and snow projects for the disabled will be popularized by the whole people. This paper analyzes the problems faced by the ice and snow project for the disabled in the campus, and discusses the solutions, which can provide reference for the school to let students understand, experience and participate in the ice and snow project for the disabled in a short time.

## 2. The Value and Significance of Ice and Snow Project for Disabled People Entering Campus

### 2.1. Realize the Sinicization of Olympic Culture

In 2018, the Ministry of Education, the State General Administration of Sports and the Beijing

Olympic Organizing Committee jointly formulated and issued the Olympic Education Plan for Primary and Secondary School Students of the Beijing 2022 Winter Olympics and Paralympic Winter Games (hereinafter referred to as the Olympic Education Plan), marking the official launch of the Olympic Education Plan. It is in this historical opportunity that the effective radiation and driving effect of the current Winter Olympics will be brought into full play through the successful bid for the 2022 Winter Olympics. By effectively carrying out ice and snow projects for the disabled in schools and overcoming unfavorable influencing factors, ice and snow projects for the disabled have the effects of general aerobic exercise, such as improving and regulating cardiovascular system and cardiopulmonary system, which can prevent cardiovascular diseases and cardio-pulmonary diseases. As a means of education, Olympic education is not strictly preaching, but focuses on the balanced and all-round development of human beings. The Olympic education plan regards physical activity as an educational means, integrating the Olympic spirit, philosophy and aesthetics [3]. Instead of general preaching, the emphasis will be shifted to balanced and all-round development education as a supplement to "education" in physical education. Through the combination of Olympic education and physical education, young people can feel beauty and dignity, experience happiness, and be cultivated into world citizens with sound personality, optimism, positive enterprising quality and international vision.

## **2.2. Realize the Introspection and Fusion of "Sports" and "Intellectual Education"**

Olympic attention advocates that the organic integration of "sports" and "intellectual education" is an important premise to promote sports to transform society and promote all-round development of personality. When people are engaged in outdoor sports in winter, in order to resist the cold and keep the body temperature constant, the retraction and expansion of the whole body blood vessels and internal organs will greatly mobilize the total circulation of the whole body blood to maintain the balance of the internal and external environment of the whole body. Can promote physical development; It can be used for adjuvant treatment of hypertension, heart disease and coronary heart disease, as well as consumption of fat and glycolysis of sugar to achieve weight loss. The opportunity for the disabled ice and snow program to enter the campus is undoubtedly to broaden teenagers' horizons and break the traditional cognition of physical education. Judging from the characteristics and environment of winter sports, the ice and snow sports for the disabled weigh the physical and mental development of teenagers and comprehensively cultivate their "body, mind and intelligence". In the eyes of the ancient Greeks, the greatest characteristic of sports is "freedom and freedom" [4]. These thoughts are the embodiment of humanistic spirit and are the adaptation and respect for students' free development. Set up the Olympic spirit of "self-transcendence and making every effort". But this is not only applied to sports, its efficacy can continue to affect life, study and other aspects.

## **2.3. To Realize the Implementation of Winter Sports Cultural Cognition**

The ice and snow project for the disabled entered the campus and responded positively to the plan of "driving 300 million people to participate in the ice and snow project for the disabled". The ice and snow project for the disabled was introduced into school sports to give full play to the vitality of campus teaching. The ice and snow project for the disabled was pushed to hundreds of millions of Chinese families, and the "small family" brought everyone together to create an atmosphere for the ice and snow project for the disabled. Let people who participate in such sports understand and tolerate each other. It is a harmonious interpersonal relationship. Therefore, people who often take part in such sports will become cheerful, optimistic, confident and full of fighting spirit and perseverance in such communication. The ice and snow events for the disabled have the characteristics of stimulation and adventure, which can effectively meet the needs of athletes seeking stimulation, exercising their will, endurance and improving their coordination ability [5]. Most of the events are held outdoors so that the participants can fully integrate into the nature and release their nature. This is the charm of the ice and snow events for the disabled and the interpretation of the green Olympics advocated by people [6]. In the form of dynamic activities, let students learn to participate, choose, compete, respect and be friendly, feel the liberation brought by

sports for body and mind, thus loving sports and enjoying the confidence and happiness brought by sports are the important values of Olympic education. Through practical exercises, will quality education will be carried out to improve the students' character of perseverance and hard struggle. Through various exercises of ice and snow events for the disabled, the forms of physical education classes will be expanded to enhance students' enthusiasm for physical exercise and enhance students' physique.

### **3. Difficulties Faced by Disabled Ice and Snow Projects Entering Campus**

#### **3.1. The Characteristics of the Ice and Snow Project for the Disabled Lead to the Limitation of Entering the Campus**

The ice and snow projects for the disabled have the following characteristics: firstly, most of the ice and snow projects are carried out outdoors and in cold and harsh natural environment, which has seasonal limitations; Secondly, the professional level of facilities and equipment is high. Especially in today's college groups, as more students learn more about the winter Olympics, they also love the ice and snow sports for the disabled. However, according to the investigation of the actual construction of ice and snow project sites for the disabled in colleges and universities, the site is the greatest resistance to carrying out ice and snow projects for the disabled on campus. How to change the seasonal restrictions, reduce the technical difficulties and enable all students to participate in the ice and snow project for the disabled is a problem that needs to be solved when the ice and snow project for the disabled enters the campus.

#### **3.2. Lack of Ice and Snow Curriculum Resources**

At present, primary and secondary schools are short of curriculum resources such as ice and snow syllabus and ice and snow teaching materials. Among the numerous ice and snow projects for the disabled, which projects should be selected, which projects are feasible in primary and secondary schools, and how to carry out teaching and training, etc. These problems perplex teachers and lead to unsystematic and untraceable activities of ice and snow entering schools. The south has rainy seasons and humid climate, and the climate is kept above zero degrees Celsius most of the time, so there are few natural ice and snow resources. For students, due to the lack of knowledge about the ice and snow sports for the disabled, they are extremely vulnerable in sports and easy to frustrate the positive initiative of students, resulting in the current student groups rarely participate in the ice and snow sports for the disabled. Therefore, both students and other social groups know little about the ice and snow project for the disabled at present. Under the circumstance that the enthusiasm for participating in the ice and snow project for the disabled is seriously insufficient, many students also lack the interest and enthusiasm to participate, resulting in a small number of students participating.

#### **3.3. Lack of Venues and Facilities, Facilities for the Disabled Ice and Snow Project, and Teachers for the Disabled Ice and Snow Project**

According to the data of the 6th national sports venues census, the facilities of the ice and snow events for the disabled are mainly concentrated in professional profit-making places outside schools. In 2015, there were only five sports ice rinks in colleges and universities nationwide, 86.93% of which and 76.83% of which were owned by enterprises. The sports area of the ice and snow sports ground for the disabled built in the school is not only limited, but also the training of the ice and snow sports for the disabled provided to the students in the school is insufficient. It is difficult to maintain the normal teaching of the ice and snow sports for the disabled, and it is difficult to open it to the public. However, for the people who have not received any professional guidance and training on the ice and snow sports for the disabled, due to their unclear understanding of the characteristics and training methods of the ice and snow sports for the disabled, there is certain blindness in sports and they are easy to get injured in sports. Therefore, due to the difference in the distribution of ice and snow resources, coupled with the shortage of funds and facilities, the

development of ice and snow projects for the disabled in many universities is not optimistic.

### 3.4. Constraints of Safety Factors

Students will inevitably suffer from sports injuries in physical education classes. Only when students carry out sports learning activities according to the correct actions and methods demonstrated by teaching professors and their actual sports ability and level can they minimize the occurrence of sports injuries. In addition, although there are some groups on campus who are good at ice and snow projects for the disabled, and they know more about ice and snow projects for the disabled, they have not integrated these advantageous resources deeply, and have not formed a joint force to guide other student groups, which is not conducive to promoting the extensive development of ice and snow projects for the disabled. At the same time, the teaching environment of ice and snow sports for the disabled is complex, there are many participants in the sports venues, and the injury incidence rate is relatively higher than that of other sports teaching activities. How to prevent sports injuries and ensure the safety of students participating in ice and snow projects for the disabled requires schools to formulate specific programs to guarantee them.

## 4. The Implementation Path of Ice and Snow Project for Disabled People Entering Campus

### 4.1. Policy Guarantee

In the Development Plan for Ice and Snow Projects for Disabled Persons (2016-2025) (as shown in Figure 1) promulgated by the State General Administration of Sports, the implementation of ice and snow projects for disabled persons is targeted to comprehensively promote the development process of "ice and snow projects for disabled persons into schools" by focusing on teaching materials, characteristic schools and teachers. From the form of organization and development, qualified schools can incorporate the ice and snow sports for the disabled into the physical education curriculum, and master the skills of an ice and snow sports for the disabled through physical education teaching.

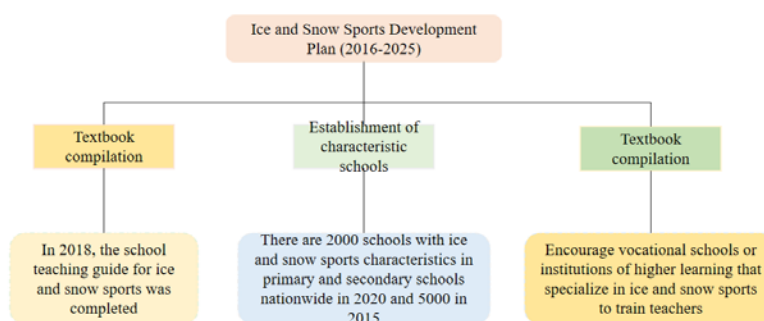


Figure 1 "Ice and snow sports development plan (2016-2025)"

Adjust measures to local conditions, that is, make use of the existing local natural resources, rely on capital, science and technology, government and enterprise support, unified planning, reasonable layout. South China can vigorously develop indoor ice rinks, removable ice rinks, outdoor temporary ice rinks, etc., and vigorously promote ice sports. Efforts should be made to solve the important issues in the "Development Plan for Ice and Snow Projects for Disabled Persons (2016-2025)", to use specialized personnel to solve specialized problems, to focus on standardized and platform-based operation management from the reality, and to carry out the development plan for ice and snow projects for disabled persons on campus [7]. In order to achieve the purpose of classroom teaching and skills training suitable for schools, we should also meet diverse teaching needs and actively create a warm atmosphere for participation in ice and snow projects for the disabled, so as to attract more students to participate in ice and snow projects for the disabled.

### 4.2. Teacher Training

At present, Chinese ice and snow reserve talents are concentrated in traditional schools, basic

schools and amateur sports schools within the system, and the channels for social sports organizations to intervene in the training of young reserve talents are not smooth [8]. Therefore, we should strengthen all kinds of learning and training for teachers, not only physical education teachers, but also other school staff such as head teachers. The purpose of the cooperation in running schools is to introduce high-quality educational resources, including the world's leading educational and teaching concepts, personnel training models, courses, teaching materials, teaching methods, educational management systems, teaching staff, management teams and quality assurance systems. In addition, the low treatment level of grass-roots coaches also leads to a large loss of excellent coaches. We must clearly define the goal of training senior disabled talents for ice and snow projects and improve the management mode of reserve force training. Therefore, the training of teachers for ice and snow projects should be tailored and planned rationally. By inviting them to give lectures and take their place, we can reasonably and effectively use social human resources to help the development of ice and snow projects for the disabled on campus. Summing up experiences in time, organizing teachers to compile teaching materials, and strengthening the development and construction of curriculum resources. As the main component of the teaching content of the ice and snow sports for the disabled in public sports, the development of the ice and snow sports for the disabled and the education of the theoretical education of the ice and snow sports for the disabled and the cultivation of the humanistic quality of the Winter Olympics are carried out for students. They are the basis for the development of ice and snow projects for the disabled.

### **4.3. Cultural Propaganda**

The essence of the ice and snow project culture for the disabled lies in the nature of the ice and snow project for the disabled and its characteristics. Ice and snow sports for the disabled are a general term for sports with ice and snow as friction media. The use of traditional multimedia technology (campus radio, school newspaper, publicity lectures, wall newspaper, etc.) and emerging multimedia technology (Internet, campus digital multimedia, campus ice and snow knowledge competition, etc.) in the school to vigorously promote the ice and snow project for the disabled. The relevant departments of the school should actively plan the competition, make use of the advantages of network publicity, increase publicity for the ice and snow sports events for the disabled, improve the popularity of the event, and attract more students to participate in it. By broadcasting the ice and snow sports events for the disabled live, more students can participate in it with their own eyes and ears. Ice and snow projects for the disabled are mostly carried out in cold and cold natural environment with very low temperature, which also tests people's ability to resist cold and oxygen deficiency. Therefore, ice and snow projects for the disabled have unique functions for enhancing the national physique, especially for the physical and mental health of teenagers. Of course, the combination of theory and practice is very necessary. Schools can actively carry out activities related to ice and snow projects for the disabled, and cooperate with ice and snow clubs outside schools, ice and snow profit organizations and other places for ice and snow projects for the disabled. Setting up ice and snow training bases or summer camps in winter, etc., with emphasis on mass entertainment, in order to create a good atmosphere for disabled people's ice and snow projects. At the same time, many "potential stocks" can be excavated through relevant competitions, thus forming a good training and selection mechanism to transport professional talents to professional clubs or countries for disabled ice and snow events.

### **4.4. Site Equipment**

In the path of the ice and snow project for the disabled entering the campus, the resources of teachers and teaching materials belong to software construction, while the resources of venue equipment belong to hardware construction. The reality is that the lack of venue equipment resources is indeed the bottleneck problem in the path of the ice and snow project for the disabled entering the campus. Making full use of all kinds of social resources is a specific problem that schools in all regions need to solve urgently in carrying out ice and snow projects for the disabled. The northern region can make use of its inherent advantages in climate, landform and ecological

environment to choose various development modes. In order to develop the education of ice and snow projects for the disabled, schools must actively participate in the construction of ice and snow project sites for the disabled and rationally plan the layout. Other provinces and cities also have the same problem in the process of the disabled ice and snow project entering the campus. The equipment of the disabled ice and snow project entering the campus is the foundation and the key. To increase the pilot efforts, adjust measures to local conditions, create conditions to promote the disabled ice and snow projects into the campus. Based on the above background, schools should strengthen the construction of ice and snow sports venues for the disabled, and consolidate a good sports platform to help students actively participate in ice and snow sports for the disabled. Progress has been made to increase the construction of ice and snow sports facilities in schools, to attract more students to participate in them, to meet their diverse needs, and to effectively improve the environment for ice and snow sports for students with disabilities.

#### **4.5. Cooperate with Social Organizations to Set up Ice and Snow Project Classes for the Disabled**

Many schools do not have the capacity to build venues for ice and snow projects for the disabled in schools due to various reasons such as funds and venues. The development of ice and snow projects for the disabled in local schools is restricted because the education of ice and snow projects for the disabled is limited or only stays at the level of theoretical education of ice and snow projects for the disabled. Learning real ice and snow as a school physical education curriculum or a school physical education activity requires the use of public resources such as existing ice and snow venues and facilities in the society, the communication and coordination between the school and relevant ice and snow sports service institutions in the society, and the solution to the problem of snow on ice for students through the purchase of social services. Based on this background, in today's colleges and universities, high schools and secondary schools and other related schools, the ice and snow project for the disabled should be added to the normal teaching ranks, causing enough attention. Especially for teenagers, carrying out ice and snow projects for the disabled in schools can effectively promote the physical and mental development of teenagers. The construction of teaching materials is the foundation of curriculum construction, the premise of ice and snow projects for the disabled, and the basis of teaching organization and implementation. The construction of teaching materials is one of the important standards for the maturity of the ice and snow project for the disabled to enter the campus curriculum construction, and is one of the main guarantees for the sustainable development and construction of the ice and snow project for the disabled to enter the campus curriculum. The school uses its own teachers' advantages to teach the culture, theory and skills of the ice and snow project for the disabled, while the venues of the ice and snow project for the disabled are free for the learning personnel. However, in addition to the students, other learners have to charge a certain training fee. It is also possible to make use of recreational facilities such as ski slopes and dry land ski slopes in some areas through the purchase of social services so that students can learn and experience the skills of ice and snow sports for the disabled and develop their physical quality.

### **5. Conclusions**

The 2022 Beijing Winter Olympics will not achieve the goal of bringing 300 million people to participate in the ice and snow sports for the disabled overnight. It is necessary to create conditions for more young people and ordinary people to pay attention to and understand the ice and snow sports for the disabled. The ice and snow project for the disabled will be further promoted on campus through policy guarantee, teacher training, cultural publicity, teaching material construction, venues and equipment, etc. to realize the recognition of Olympic culture. The introduction of the ice and snow project for the disabled into the campus is conducive to the popularization of the ice and snow project for the disabled among the youth population. Relying on the high-quality platform of the school, professional ice and snow project talents for the disabled as well as coaches and referees for the ice and snow project for the disabled are trained to reserve talents for the national ice and

snow project for the disabled. We do not have sufficient technical and theoretical experience in the teaching methods and means of the ice and snow project for the disabled on campus. We need to communicate with countries with developed ice and snow projects for the disabled and further discuss and explore with the learning and education departments. In order to achieve the goal of "300 million people participating in ice and snow projects for the disabled" under the double Olympics background, we need to work together.

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