

Research on the Integration of Excellent Traditional Culture into College Physical Education Teaching from the Perspective of Physical and Educational Integration

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Abstract: In traditional college physical education teaching, some teachers' content is relatively monotonous, making it difficult to stimulate students' interest in learning. China is a multi-ethnic country that has developed many excellent aspects of Chinese traditional culture over thousands of years of civilization. Ethnic culture represents the characteristics of a nation and witnesses the continuation of national civilization. It is precisely because of the excellent traditional Chinese culture that it bears the responsibility of inheriting Chinese civilization and establishing cultural confidence. Therefore, it is necessary to integrate it into college physical education teaching, to rejuvenate the vitality of excellent traditional culture and promote the comprehensive development of students. Integrating excellent traditional Chinese culture into college physical education can enrich the teaching resources of college sports, enabling students to actively participate in teaching. This helps enhance students' understanding of the excellent traditional Chinese culture and improve the level of college physical education teaching. Therefore, this paper explores the integration of excellent traditional Chinese culture into college physical education teaching, aiming to promote national traditional culture and optimize college physical education teaching.

1. Introduction

The excellent traditional culture of the Chinese nation has accumulated over a long history. It is rich in content and diverse in inheritance forms. Integrating it into college physical education not only educates students about traditional culture but also allows them to deeply experience the profoundness of excellent traditional Chinese culture within sports activities that incorporate traditional culture. This fully demonstrates the historical inheritance of excellent traditional Chinese culture in college physical education. For China's college physical education, integrating excellent traditional culture can rejuvenate the teaching. If teachers can fully explore and integrate excellent traditional Chinese culture into college sports teaching, it can optimize the system of college physical education and enrich the connotation of traditional culture. This will enable students to recognize and consciously inherit and promote excellent traditional Chinese culture, driving the development of college physical education in China. Therefore, in college physical education, excellent traditional Chinese culture should be integrated into the classroom, enabling students to better understand and grasp the spiritual essence of excellent traditional Chinese culture, thus promoting the physical health development of college students and enhancing their awareness of physical exercise; promoting the development of college sports education in China and cultivating more excellent socialist builders and successors[1-2].

2. Realistic Issues in College Physical Education Teaching from the Perspective of Physical and Educational Integration

2.1. Monotonous and Uninteresting Classroom Teaching

In traditional college physical education, some teachers, influenced by conventional teaching

concepts and habitual teaching mindsets, result in monotonous content and forms of teaching, outdated teaching ideas, lack of novelty in the teaching process, and dull, uninteresting classes[3]. College physical education classes often lack attractiveness and interest for students, which not only fails to maximize the effectiveness of classroom teaching but also hinders the cultivation of talents in colleges. Moreover, there is a lack of connection with excellent traditional culture in physical education classes, leading to a lack of classroom uniqueness and attractiveness of teaching content to students, thus reducing students' interest in learning and affecting their attention and learning efficiency in class.

2.2. Overemphasis on Technique in Physical Education Teaching, Neglecting Moral Education

In past college physical education, due to some teachers prioritizing teaching various sports skills to students, moral education was often neglected. With limited class time, teachers focused on explaining sports techniques and skill training, causing students to spend more time listening to rules and techniques and engaging in outdoor training. This mode of teaching can hinder the holistic development of students. College physical education not only requires teachers to impart sports skills and standards but also to undertake character education. Integrating excellent traditional Chinese culture into character education can better shape students' character and subtly influence them with its profound implications[4-5]. Therefore, only by effectively combining moral education with excellent traditional Chinese culture in physical education classes can we better help students improve their overall quality and promote their comprehensive development.

2.3. The Absence of Campus Sports Culture

Campus sports culture in colleges reflects the education of personality shaping, value orientation, and thinking patterns, as well as the cultivation of lifelong physical exercise habits in students. College physical education teachers, as educators and mentors in student sports activities, play a crucial role as organizers and leaders in campus sports culture. Weaknesses in this area by physical education teachers can hinder talent cultivation[6]. Additionally, many colleges focus mainly on the physical aspects of campus sports culture, neglecting its cultural development. This lack of focus on the cultural aspect of campus sports culture has led to an unclear positioning within the overall campus culture. Integrating excellent traditional culture into the development of campus sports culture can better define its role within the broader campus culture. Combining excellent traditional Chinese culture in developing campus sports culture can fundamentally address its absence, aiding college physical education teachers in more effectively conducting classroom teaching[7].

3. The Value of Integrating Excellent Traditional Chinese Culture into College Physical Education Teaching

3.1. Enriching Classroom Teaching Content and Inheriting Excellent Traditional Chinese Culture

China's history and culture are profound and extensive. Over thousands of years of civilization, many tangible and intangible cultural heritages have been preserved, representing the collective labor, imagination, and wisdom of the people. These showcase the diversity of excellent traditional Chinese culture, which embodies the wisdom of various ethnic groups and is a symbol of national spiritual civilization. Integrating this excellent traditional culture into college physical education classes will greatly enrich the content of these classes, making them more varied and interesting. This not only enriches the teaching content but also increases students' interest, allowing them to experience the unique charm of excellent traditional Chinese culture while learning more about sports. Thus, the integration of excellent traditional culture with college physical education is beneficial for the inheritance of traditional culture and the promotion of national spirit[8-9].

3.2. Advancing Physical Education Teaching Reforms and Perfecting the College Physical Education System

To meet the requirements of the new national curriculum reform and the implementation of the

school, local, and national three-level management model, local colleges have been given greater autonomy to reform and build their educational systems. Integrating excellent traditional Chinese culture into college physical education is conducive to the comprehensive development of physical education in colleges, aligning with the national curriculum reform requirements and adding unique characteristics to the development of college sports. From the perspective of college physical education teaching reform, traditional teaching mainly focuses on competitive sports and the technical aspects of sports, neglecting the education of students' humanistic qualities and cultural connotations. By integrating excellent traditional Chinese culture into college physical education, not only can the teaching content be enriched, but it can also reform the teaching process. The integration of traditional culture makes the classes more interesting and engaging, meeting students' emotional and physical needs, increasing their interest in physical education classes, guiding them to develop lifelong physical exercise habits, and improving the quality of classroom teaching[10].

3.3. Enriching Campus Sports Culture and Promoting the Development of College Sports Education

The construction of campus sports culture is a crucial prerequisite for the development of campus sports activities. Promoting the integration of excellent traditional Chinese culture into campus sports culture is an important condition for the harmonious development of college sports education. Most college physical education teachers, primarily trained in physical education, have focused on sports skills and teaching methods, with little emphasis on cultural education. To enrich campus sports culture, it's important to enhance teachers' understanding of sports culture. The construction of campus sports culture is a vital step in guiding students' values. Teachers integrating the basic spirit of excellent traditional Chinese culture into physical education can better explain the connotations of sports culture to students, guiding their educational values more accurately. This approach allows students to have more exposure to and understanding of campus sports culture integrated with excellent traditional Chinese culture, simultaneously promoting the development of college sports education while glorifying traditional culture[11].

4. Path Analysis of Integrating Excellent Traditional Chinese Culture into College Physical Education Teaching

4.1. Integrating Traditional Culture, Focusing on Interesting Teaching

Excellent traditional Chinese culture is the fundamental "soul" and "root" of the Chinese nation, the spiritual lifeline of its civilization over five thousand years. It shines with immortal brilliance, constantly guiding the moral values and behavior of every citizen. Integrating this culture into college physical education not only helps in its inheritance but also cultivates students' socialist core values, having significant educational and practical value. Integrating excellent traditional Chinese culture in college sports curricula is a practical implementation of the "moral education" philosophy. College physical education teachers, through innovative methods and integrating traditional culture in teaching, can stimulate students' enthusiasm and optimize the effectiveness of the sports classroom. In innovating and optimizing sports teaching, teachers should base their choices on students' actual levels and needs, integrating teaching methods to promote students' physical health and humanistic sports literacy. Teachers should explore the internal qualities of excellent traditional Chinese culture, guiding students to efficiently complete teaching tasks and achieve expected classroom goals. The integration of traditional culture in classrooms should also emphasize the interest and fun in teaching, as new standards require college sports teachers to engage students more actively and stimulate their learning interest and initiative. However, current physical education often feels monotonous and dull to students. Therefore, by enriching and innovating sports teaching with interesting content that integrates traditional culture, students can discover the charm of sports and the depth of excellent traditional Chinese culture, making classes more engaging and laying a good foundation for lifelong physical education[12].

4.2. Innovating Teaching Models, Transforming Teaching Subjects

The introduction of excellent traditional Chinese culture in college sports classes undoubtedly enhances the teaching effect and helps students better appreciate this culture. On one hand, teachers need to change traditional teaching concepts, continuously innovate and enrich sports teaching models to improve the integration of traditional Chinese culture, thereby enhancing students' sports literacy. On the other hand, there is a common lack of student-centered teaching, with insufficient communication and interaction between teachers and students. In the new era of quality education, college sports teachers should design teaching with students as the main focus, shifting from a "teacher-centered" to a "student-centered" approach, guiding active student participation in sports classes. This will enable students to more comprehensively explore sports activities and help in the promotion and inheritance of traditional Chinese culture, cultivating comprehensive talents needed in the new era.

4.3. Creating a Sports Culture Atmosphere, Exploring Traditional Sports Cultural Resources

To expose college students to traditional sports culture and imbibe excellent traditional culture, colleges need to focus on creating a campus sports culture atmosphere. Firstly, colleges should promote traditional sports activities that are close to students' lives and use diverse promotional methods to spark curiosity in traditional sports culture. Schools could select traditional sports activities with educational and cultural characteristics for promotion using bulletin boards and other forms. Secondly, for students interested in traditional sports culture, encourage the formation of sports associations to expand the influence of sports culture among college students. Thirdly, colleges can organically integrate traditional sports into their sports cultural activities, engaging students and creating a vibrant sports culture environment. Teachers should also explore excellent traditional ethnic cultural resources, constructing a physical education curriculum that combines traditional culture with college sports teaching, enhancing teaching effectiveness, and improving the quality of talent cultivation.

4.4. Enhancing Humanities Literacy of College Sports Teachers, Strengthening Faculty Development

In addition to necessary sports skills, college physical education teachers should also focus on improving their humanistic qualities. As inheritors and guides of traditional culture, they should "practice what they preach," conveying the values and moral norms of excellent traditional culture through their words and deeds, creatively integrating traditional culture with modern sports in the classroom. They should find the best ways to merge excellent traditional culture with modern sports, creatively developing course content and methods. With an understanding and study of excellent traditional Chinese culture, teachers should explore more deeply, in detail, and comprehensively based on their professional strengths and regional characteristics. Through thorough research and unique perspectives on traditional culture, they can enhance the recognition of traditional culture during training, making classroom teaching more interesting and lively.

5. Conclusion

Physical education in colleges bears the important responsibility of cultivating talents and improving students' physical health and is an indispensable part of higher education. Integrating excellent traditional Chinese culture into this field not only enhances the richness of college sports curricula but also alleviates the monotony of previous teaching methods, contributing to the improvement of college physical education teaching. It allows students to better understand the excellent traditional culture of the Chinese nation while exercising, thus aiding their healthy growth. Moreover, in the context of global economic and cultural diversity, the integration of excellent traditional culture into college sports education not only promotes China's excellent traditional culture and improves the health literacy of the public, but also has significant importance in enhancing international competitiveness and the soft power of national culture.

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