

Strategies to Enhance the Integration of Traditional Sport Into the University Physical Education Curriculum

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Abstract: For up to five thousand years, Chinese culture has flowed along the long river of history. It has extensive knowledge and tactics in cultural inheritance. Among these, the Chinese nation's traditional sports culture, as an essential component of Chinese civilization, possesses rich cultural implications and profound cultural history. In the process of education and inheritance, it provides new development opportunities for national traditional sports culture. Especially regarded as the primary arena for nurturing national talent, universities assume a pivotal role in the education and inheritance of traditional sports culture in China. This paper comprehensively examines the importance and value of incorporating traditional sports culture elements into the physical education curriculum at universities. This paper conceptualized that the physical education courses in universities should be innovated by combining traditional national sports projects with local characteristics and improving the physical education teaching concepts in colleges and universities through cultural inheritance and innovation, which can not only enrich the curriculum resources but also enhance the students' cultural confidence and then inherit the national sports culture. Additionally, this paper scrutinized various forms and strategies of integration, which contributed to novel concepts for the advancement of physical education curricula in higher education institutions.

Keywords: Traditional Sports Culture; University Physical Education Curriculum

1. Introduction

With the continuous improvement of social and economic levels and the improvement of people's quality of life requirements, traditional ethnic sports have attracted more and more scholars' attention and become one of the current research hotspots. China, as a nation with a rich historical background, has established itself as a civilized country that has undergone extensive development. Its sports culture has demonstrated a remarkable ability to inherit, iterate, develop, and evolve throughout the course of its extensive history. Currently, the Chinese traditional sports represent a valuable and significant historical and cultural asset, encompassing not only its cultural legacy, but also its distinct ethnic features and cultural components. They represent the culmination of wisdom in Chinese sports culture. Universities play a pivotal role in fostering exceptional professional talents and promoting the development of traditional ethnic sports. Integrating the traditional national sports culture into the construction of university sports culture not only helps to inherit and continuation of our traditional sports culture and display the strong sports spirit of our country, but also provides a crucial role in advancing the goal of establishing a formidable sports culture.

2. The Significance of Integrating of Traditional Sports Culture into Physical Education Curriculum in Universities

2.1 Expanding Teaching Resources and Enriching Students' Learning Experience

China is a multi-ethnic country with 56 ethnic groups. The traditional sports culture that has been passed down to the present day exhibits the characteristics of ethnic diversity in accordance with China's fundamental national conditions. Among the various cultural practices, the Han nationality boasts a rich repertoire of over 300 traditional sports, while the entire ethnic group encompasses a staggering 977 traditional sports cultures.

Xu (2020) pointed that for the development and innovation of university physical education curriculum, integrating rich and diverse traditional sports cultural elements into university physical education curriculum is beneficial without harm. The inclusion of diversity in the construction of the university physical education curriculum system not only enhances its overall structure, but also serves to foster students' appreciation for physical education. This, in turn, enhances students' learning experiences and enriches the content of university physical education curriculum. When implementing physical education instruction at the university level, it is imperative to prioritize the integration, advancement, and innovation of traditional ethnic sports elements among students. These elements should be seamlessly

incorporated into the curriculum of physical education classes at universities. The implementation of these measures can assist universities in effectively serving as a foundation for the preservation and advancement of exceptional traditional sports.

2.2 Enhancing Students' Patriotism

A significant portion of China's enduring historical and cultural legacy is passed down and cultivated through the practice of traditional sports activities among the various Chinese ethnic groups. These ethnic sports activities have the potential to not only improve physical fitness, but also enhance the cultural life on campus, foster a sense of patriotism, and develop moral qualities among individuals. We can observe a strong correlation between numerous traditional sports cultural elements and Chinese traditional festivals. After centuries of evolution, these traditional sports cultures have ultimately transformed into distinctive traditional cultural treasures in China. According to Huang (2021), integrating traditional sports cultural elements into the curriculum of physical education courses at universities can serve as a means to enhance students' comprehension of the rich historical and cultural heritage of various ethnic groups. This approach not only fosters an appreciation for ethnic sports culture among university students, but also contributes to the cultivation and development of patriotism within the physical education curriculum at universities.

2.3 Inheriting and Developing Traditional Sports Culture

Constructing a diversified sports development is a crucial objective of contemporary physical education curriculum instruction in universities. Integrating diverse aspects of traditional sports culture, including historical background, development, behavioral characteristics, life elements, customs, habits, and value beliefs, into the physical education curriculum system at universities can significantly enhance the national consciousness and sentiment of contemporary college students. Moreover, it can also foster a stronger sense of national identity among them (Zhang, 2020). The aforementioned initiative plays a significant role in the preservation and dissemination of Chinese traditional sports culture. Moreover, it contributes to the advancement of physical education in universities, particularly in the context of multiculturalism, by promoting its healthy and sustainable development. The aforementioned phenomenon simultaneously fosters the amalgamation and interconnection of conventional sports cultures originating from diverse ethnic communities.

3. Strategies for Incorporation Traditional Sports Culture Elements into University Physical Education Curriculum

3.1 Vigorously Developing and Innovating the Formats of Traditional Sporting Events

Currently, most colleges' sports and cultural events are homogeneous in both form and substance, resulting in a lack of diversity. This lack of diversity further diminishes students' motivation to participate. At the same time, it is important to note that China's vast territory and diverse regional customs contribute to students' limited understanding of the customs and habits of ethnic minorities (Cao et al., 2020). In order to enhance the attractiveness of traditional sports in Chinese university physical education instruction, it is imperative for physical education teachers in universities to adopt measures aimed at acquiring a comprehensive understanding of traditional sports and implementing diverse sports activities to foster increased student engagement in physical exercise.

Teachers can foster the development of sports in universities through the creation of scenarios, enhancement of sports performance, and innovation of sports to align with contemporary demands. Simultaneously, it is imperative to fully utilize campus media platforms for the purpose of publicity and promotion, thereby facilitating a greater understanding and enjoying for the traditional national sports initiatives. For instance, the incorporation of Chinese martial arts into the curriculum of physical education courses at universities allows instructors to effectively utilize the abundance of popular films that showcase the diverse aspects of Chinese martial arts as educational tools. For example, the "Ye Wen" film series featuring Zidan Zhen showcases a comprehensive display of traditional Chinese martial arts, including Wing Chun, Tai Chi, Bagua Palm, Hong Quan, and Xingyi Quan, among others.

Many of the martial arts action aspects included in these practices provide significant possibilities for physical education instructors and university students to participate in rich martial arts experiences and intellectual research. The inclusion of captivating scenes in the film can facilitate students in acquiring a more profound comprehension of the martial arts culture, consequently augmenting their enthusiasm and affection towards martial arts. Additionally, teachers can utilize select films as educational resources to introduce students to a diverse range of thrilling and culturally significant martial arts routines. This approach can lead to improved teaching outcomes.

3.2 Promoting and Integrating Traditional Sports Cultural Elements According to Local Conditions

Aune and Karu (2001) defined ethnic identity as a combination of attitudes toward one's group of origin and its common cultural practices and one's feeling of attachment to the group. National sports cultural identity is a conscious grasp of the identity and status of national sports culture, which is related to the effective inheritance and development of national sports culture. In the context of incorporating traditional sports cultural elements into physical education classroom instruction at universities. Teachers must accurately comprehend China's essential national conditions as a multi-ethnic and multi-cultural country, as well as pay attention to the guiding of students' national cultural identity. Universities located in various regions exhibit distinct cultural attributes and practices that are influenced by their local environments. Therefore, in order to promote traditional Chinese sports culture, physical education teachers must rely on the diverse ethnic cultures found in different regions of China and adapt their approaches to local conditions. Only by adopting this approach can the distinctive allure of the traditional sports culture of various ethnic groups in China be effectively showcased in the educational setting.

Meanwhile, it is imperative to incorporate traditional sports projects into the development of campus culture while learning and preserving them. In addition to offering standard physical education courses, physical education teachers have the opportunity to incorporate traditional ethnic sports into optional sports courses. This approach not only offers students a wide range of elective courses, but also adds an element of enjoyment to the classroom. Let students fully experience the allure of diverse sports culture during the educational process. In addition, it is imperative to consider the integration of traditional culture into campus culture, as this can greatly enhance the sense of identity among teachers and students. For example, on the occasion of the Dragon Boat Festival, universities' physical education teachers have the opportunity to utilize various resources to effectively organize and plan Dragon Boat Races for students. Through this initiative, students can be guided to participate in the races and acquire the necessary skills during the training process. This experience will enable them to fully immerse themselves in the passion and appreciation for traditional sports and cultural elements.

In addition, it is imperative for educational institutions to prioritize the cultivation and promotion of students' interest in ethnic sports. This can be achieved through various means, such as providing comprehensive information about China's diverse and distinctive traditional ethnic sports resources. By doing so, universities can contribute to the preservation and promotion of China's regional traditional sports culture. Furthermore, this initiative will foster a deeper appreciation and affection for local traditional sports culture among university students.

3.3 Establishing Various Types of Clubs and Organizations with Traditional Sports and Cultural Elements

University associations serve as a significant organizational structure for students to engage in mutual learning, personal growth, and the pursuit of specific goals. These associations not only offer students a wide range of diverse and engaging activities during their leisure time, but also provide college instructors with focused avenues to enhance teaching effectiveness and facilitate course projects. These organizations not only provide students with a diversified and interesting range of leisure activities, but they also give college teachers with targeted avenues to improve teaching efficacy and facilitate course projects.

At present, alongside the numerous comprehensive associations established by universities, student groups within universities have also established various folk activity associations that embody the unique characteristics of their respective campuses. However, their development and forms are mostly not yet perfect. The objective of incorporating traditional sports cultural elements into university physical education teaching courses can be accomplished by establishing diverse social organizations that embody strong traditional sports cultural elements (Xu, 2020). Through participation in social organizations, students have the opportunity to appreciate and uphold the rich cultural traditions of their nation, thereby fostering a heightened sense of national unity.

Under the guidance of physical education teachers, various types of traditional sports and cultural associations with strong ethnic characteristics have been established. These associations aim to offer students the chance to exercise their autonomy by participating in various clubs, including the Tai Chi Club, Wing Chun Club, Lion Dance Club, Stilt Club, Cuju Club, Ethnic Dance Club, and Dragon Boat Club, among others. Through a comprehensive analysis of historical and cultural contexts, coupled with a proficient command of traditional sports skills, a solid groundwork is established for attaining a deep comprehension of the underlying connotations. Simultaneously, by organizing various kinds of competitions, performances, and other activities, students' self-assurance is bolstered, and

their eagerness to engage in projects is heightened.

4. Conclusion

In conclusion, the extent to which a country's comprehensive strength is robust can be effectively demonstrated by the degree of cultural inheritance. The strength of a nation is inherently intertwined with the preservation and endorsement of its traditional cultural heritage. Traditional ethnic sports play an integral and significant role in China's traditional ethnic culture, serving as a tangible representation of the nation's distinctive characteristics, wisdom, and spirit. Therefore, it is imperative to implement a reform of the physical education curriculum in universities that fosters a heightened awareness of cultural responsibility. Through the transmission of cultural heritage and the implementation of innovative approaches, it is imperative to enhance the pedagogical framework of physical education in universities. This entails a concerted effort to bolster the dissemination and utilization of traditional sports cultural elements, which affording young individuals in the contemporary era the chance to comprehend and perpetuate traditional sports culture. By doing so, we can foster the holistic development of students' aptitude and facilitate the sustained and rapid advancement of school sports.

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