



Contents lists available at SEI

Psychology Research

journal homepage: www.seiofbluemountain.com



Missing and Reflection of College Physical Education Under the Sight of Humanistic Education Value

Mingliang YANG

Civil Aviation Flight University of China, Guanghan 618307, Sichuan, P.R.China

KEYWORDS

Humanistic education,
College PE,
Life education,
Missing, Reflection

ABSTRACT

As a combination of higher education and sport, college PE shall assume the educational historical mission of advanced cultural heritage and creation, and the educational purpose shall more reflect the influence and emotional appeal of advanced PE culture on the youth. Reflecting from the sight of college PE humanistic education value, proposing that college PE shall return to the “life education”, attaching the cultivation of youth “emotion and will”, and constructing the “two-way subjective initiative” can realize the promotion and development of college PE’s cultural spirits and humanistic value.

© ST. PLUM-BLOSSOM PRESS PTY LTD

Along with the penetration of the reform and opening in our country and the continuous deepening adaptability reform of higher education, college students’ social adaptation problem becomes more serious than ever before at the new social condition. The social problems of employment, poor political consciousness, loss of faith, value imbalance and mental illness caused by various mal adjustments becomes more and more obvious. How to effectively play their initiative, better coordinate the contradiction between the self and external environment, and improve the social adaptability not only concern the future development of the youth, but also concern the benign operation and coordinated development of the whole society.

1 Return of College PE Nature Under the Sight of Humanistic Education Value

PE is the product formed to adapt to the human being’s social life needs. With the practice means, it can solve the contradiction between people’s non-specialization and development needs, which can be called the relationship between people and society, and it is a good education method to adapt to the society. Seen from the glyph structure of “Ti”, “People-oriented” is the core interpretation, “Yu” refers to the education, therefore, “people oriented”, “physical activity” and “education” form the essential connotation of PE. As a combination of higher education and sport, college PE is the final stage of physical education, which is the most direct for the society. It not only has PE’s universality, but also has the own particularity. With the specific physical practice, creative activity and a series of auxiliary tools and means, it is a kind of group education activity to cultivate people with intention and consciousness, which logically starts from people’s development and provides the maximum development possibility for the youth to become qualified social people. More direct manifestation of college PE education is the subject experiential education with PE cultural value, which follows the connotative life experience process rising from the visual perceptual knowledge to the rational knowledge. With the participation in the PE sports, it can guide the educate subject to obtain the physical, cognitive and emotional development, realize more value and significance in the life, and accelerate the students socialization. It is an education activity respecting people, caring people and promoting people’s comprehensive development based on the development needs.

English edition copyright © ST. PLUM-BLOSSOM PRESS PTY LTD

DOI:10.5503/J.PR.2014.16.018

In the new century, college PE career has integrated the basic development concept of “people-oriented”, and become an important cause in the coordination and sustainable development of human society, which is the starting point and destination to promote the comprehensive development and the return to college PE nature.

2 Development Missing of College PE Under the Sight of Humanistic Education Value

2.1 Inconsistence between the development concept of “people-oriented” and lagged college PE course construction

Despite “people-oriented” has become the main theme of contemporary college PE development, seen from the current education form for college PE, the sport skill learning away from the social life experience is the single form to directly gain the experience. Not paying attention to the cultivation of thinking capacity, and no reasonable designing of teaching scene, the young students lack the experiential feeling on the connotation of sport items, unable to agree with the importance of PE learning contents on their life, nor talk about the learning fun. Seen from the selection of education contents, for PE lies in a weak development status with vicious development cycle in the teaching system, and college competitive sport items are the focus of college PE development construction, the PE contents are single and boring with the development trend seriously away from the life; seen from the education contents arrangement, it does not obey the principle of scientific teaching and meet the systematicness of subject knowledge with uneven difficulty, and it does not educate according to the feature of youth physical and mental development, own interest, hobby and living needs. Judging from the education means, it emphasizes the mastery of individual skill learning and knowledge, and can not effectively mobilize the interaction, communication and internalization among the individuals, the individual and group. This promotes no obvious difference and improvement between college PE and middle school PE, it is difficult to reflect the feature and advantage of own development, and PE teaching lies in the weak development status in the whole higher education.

2.2 Inconsistence between the development principle of “health first” and college youth health status

In 2010, National Long and Medium-term Education Reform and Development Plan Draft for Comments re-emphasized to “Strengthen the PE, firmly establish the idea of health first, ensure the PE course and PE practical exercise, strengthen the mental health education, and promote students’ physical and mental health, and strong-willed”^[3]. In the “Organization Law”, WTO has pointed the 3D concept that “Health is the physical, mental and social fulfillment”. Physical health refers that the body, organ, tissue and cell morphology and function are intact; Mental health means that the spirit and intelligence are in good condition, inner world is rich to adapt to the outside world; Social health means to have a good interpersonal communication, social role function and assume the obligation for others and social health.

However, the existing surveys can show that more and more students lie in a sub-health development state, which can be reflected on the continuous decline in physical quality, such as malnutrition, anemia, gastrointestinal problem, sport accident injury, etc, but also have the mental illness, such as environmental stress, self-awareness disorder, interpersonal relationship barrier, unstable emotions and feelings, emotional maladjustment, etc, and it has become an important distress for the contemporary college youth’s healthy development.

2.3 Inconsistence between the education thought of “cultural education” with college PE teaching practice

As an element of college education, college PE assumes the historical mission of advanced PE cultural heritage and innovation, and this is the special positioning of college PE education. Culture is the most central part in the PE development level, which is an internal driving force of PE development and an important performance that people’s recognition on the PE value rising from the instrumental rationality to value rationality. “Cultural education” is the inevitable choice for college PE education development concept. “Cultural education” in college PE is an enlightening process, which not only needs to develop people’s physical quality and athletic ability, but also stresses to awake students’ life subject consciousness, survival value sense, shapes a sound personality mind. It is the emotional genesis established on the individual experience rather than the indoctrination and preaching. However, the real practice in school education still stays at the mere “knowledge education” and “skill education”, and college PE can not reflect the fundamental level difference with that in middle school. College PE is simply equal to the technical teaching and physical exercise, too much attention has been devoted to the cultivation of college athletic competition and high-level sport team. As an important platform of quality education, PE’s impact and shaping strength on college students’ inner world are not enough. Therefore, the cultural missing is main cause for the lack of college PE vitality. Ignorance, indifference and contempt on the PE “cultural education” is bound to cause the blur of college PE main line and the missing of development direction.^[4]

3 Reflections on College PE Under the Sight of Humanistic Education Value

3.1 Life is education: it is fundamental to return to “life education” in college PE

Social adjustment is the basic task of individual life course and core issue of individual survival and development. Individual growth is a process to continuously adapt. With the activities of learning, communication, social practice and social life, the individual can constantly improve own social adaptative ability, and gradually become the special and mature social members.^[5] The nature of PE is to promote human development with the means of “Ti” and the main body of “Yu”, and the essential is education for people’s survival and development,^[6] the ultimate goal is to use for life and necessary for survival. The essence of athletic knowledge and skill learning rather than the technology, it is committed to the improving themselves, realizing the harmonious development of people’s body and mind, people and people, people and society, people and life, and promoting the socialization of young students. It is a necessary tension to maintain the ideal of innovation potential development and reality of creative activity. Place the PE study and life under the overall background of social life, make the youth and society integrate naturally in the colorful life, experience life in the learning, understand the knowledge when experiencing the life, feel the nobility of life, and achieve individual freedom and liberation. Therefore, returning to people and people’s life is the only way for the balanced and healthy development of college PE education.

3.2 From the known to the practice: it is the key to cultivate “emotion and will” of college PE

Costa (1994) proposed the “Five-Factor Model (FFM)” of personality traits, which held that extroversion, neuroticism, agreeableness, sense of responsibility and openness these five basic personality traits can not only influence the original material of people’s thoughts, feelings and behavior, but also the basic dynamic feature and internal core factors when adapting to the society.^[7] Knowledge, feelings, intentions and practice these four development factors are an overall development system with mutual connection, restraint and promotion in the teaching process of college PE education, which can make students know, but also know why. College PE shall firstly solve the contradiction of students can and can not, and then solve the contradiction of faith and unbelief, thus requiring teaching the PE value, connotation, meaning and the influence on people for students. With the students’ internalization, they can form their own PE value and it is possible to transform into the lifelong physical behavior. The emotion and will education in PE teaching can be reflected in the life experience and life care. With the knowledge learning and internalization of youth emotion and attitude value, it can influence the temperament and character of emotional ability and social intelligence of daily capacity, strengthen the awareness for adaptive behavior, and make them achieve the full development of physiology, psychology and social adaptability. It pursues the integrity of people’s life, including the personality spirit integrity, personality development, emotion and interest satisfaction, life significance understanding, and forms good value and certain adaptive ability. Concerning the production of persistent action, the cognition is the foundation and necessity; emotion and will are the core and the key.

3.3 Teaching, learning and doing integration: it is the key to construct the “subject initiative” of college PE

Numerous studies can show that individual subjectivity and initiative are the internal fundamental factors for the social adaptive development. With the cultivation of achieving the subjectivity, college PE education is the development need to promote the subjective self value to obtain the social recognition. PE is the education with people as the main body. People are not only the main subjects of PE development, but also the creative subjective for the construction of PE, and it transforms and creates the harmonious unity of two-way value, responsible for themselves and the society with self-esteem and self-reliance, which is the self-fulfilling value joy and the manifestation of people’s social value. Close connecting between the practice and development queries the alienation development treating people as the development tool in the traditional PE education, and proposes that it can serve for the subjective’s two-way initiative. The aim that young students to learn PE is no longer staying at the PE’s perceptual level, it has upgraded from the emotional to the rational with the subjective development performance transforming the emotion and will internalization to reasonable reality perception and action, and it is a developing learning ability to see the nature through the phenomenon. The construction of two-way initiative in college PE teaching bases on the practice, pursues the joy of people’s body and mind, people and people, people and environment, stimulates the heart’s maximum potential creation with the subjective gesture, and promotes the realization of self-value with human and social consistence, and it is the true value connotation of PE. Establishing the proactive view, subjectivity and dynamic from the whole concept of teaching, learning and doing is a humanistic value performance to care and develop people, the subjectivity is conducive for youth reasonable role positioning, and enhancing the self and social responsibility sense.

4 Conclusion

- (1) College PE shall return to the “life education”, pay attention to the cultivation of the “emotion and will” of the youth, construct the status of “bi-directional subjective initiative” of people’s development, and realize the propagation and development of the cultural spirit and humanistic value of college PE.
- (2) Currently, the college PE education includes three kinds of missing: the inconsistency between the development concept of

“people-oriented” and lagged college PE course construction; inconsistency between the development principal of “health first” and college youth health status; inconsistency between the education thought of “cultural education” with college PE teaching practice.

(3) As the combination of higher education and PE, college PE shall assume the education historical mission of the inheritance and creation for the advanced culture. Concerning the educational objective, it shall more reflect the influence and emotional appeal of the advanced PE culture on youth, educate the youth to correctly know themselves, make the timely change and creation along with the change of the environment, coordinate the relationship between them and the group, accelerate the socialization process and realize their self-worth.

References

- [1]. MATHONEY J L, BERGMAN LR. “Conceptual and Methodological Considerations in a Developmental Approach to the Study of Positive Adaptation” [J]. *Applied Developmental Psychology*, 2002, 23: 195-217
- [2]. XIAO Liqin. “Relationship Between PE and College Student’s Social Adaptability” [J]. *PE Journal*, 2007 (3): 79
- [3]. CHEN JW, WANG T. “Social Adaptation and Mental Health”. *Journal of Southwest University (Humanities and Social Sciences Edition)*, 2004, 30 (3): 34-39
- [4]. HE Sheng. “Research on ‘Cultural Standard’ Thought in Contemporary College PE in China-Talking From ‘Cultural Education’ Philosophy” [J]. *Nanjing Institute of PE Education*, 2009 (2): 90-92
- [5]. NIE Yangang, LING Chongde, etc. “Development Feature of Youth Social Adaptive Behavior” [J]. *Psychology Behavior*, 2008, 40 (9): 1013-1020
- [6]. DAN Yanfang, LI Xinke, etc. “PE Education: Origin Return of Life Education” [J]. *Wuhan Institute of PE Education*, 2008 (1): 78-81
- [7]. MCCRAE, CASTA. “Personality Trait Structure as a Human Universal” [J]. *American Psychologist*, 1997, 52: 509-516