



# Exploration of Effective Ways to Integrate Humanistic Spirit into Physical Education in Universities

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## Abstract

In the multifaceted objectives characteristic of contemporary higher education, the concept of physical education has evolved beyond its traditional association. The essence of physical education has undergone a transformation, evolving from a mere physical exercise to a pivotal vehicle for transmitting and nurturing humanistic values. As society evolves, the requirements for physical education in colleges and universities are under a process of dynamic enhancement. Among these developments, the cultivation of a humanistic spirit in sports has gradually become a focal point of academic and social attention. This shift can be attributed to the heightened expectations of modern society with regard to higher education personnel. The lack of attention to sports humanism-related courses and the irrationality of the curriculum structure have also restricted the cultivation of sports humanism. In-depth discussion of the problems related to the cultivation of sports humanism in college sports teaching. Seeking effective solution strategies can enhance the quality of college sports education and promote the overall development of students.

## Keywords

Humanistic Spirit; Physical Education; Humanistic Knowledge

## 1. The connotation of humanistic spirit

### 1.1 The meaning and development of the humanistic spirit

The humanistic spirit can be defined as a universal human self-concern, manifested in the maintenance, pursuit, and concern for human dignity, value, and destiny; the high value attributed to various spiritual and cultural phenomena left by mankind; and the affirmation and shaping of an ideal personality with a comprehensive development (Yu, S., 2023). In a narrow sense, it refers to a trend of thought that emerged during the Renaissance period. Its core ideas are oriented towards the individual, emphasize the value of the human being, and oppose the suppression of human nature by theology. It promotes the use of human reason, opposes the debasement of reason by theology, and advocates for spiritual harmony and transcendent spiritual pursuits based on earthly life (Yang, L. & Liu, L., 2022). It is necessary to oppose the use of spiritual confrontation by theology and negate the primacy of heavenly life in favor of earthly life. In general terms, it can be defined as a cultural tradition that originated in ancient Greece.

### 1.2 Humanistic spirit in college physical education

The integration of a humanistic spirit is an important aspect of college physical education. It can facilitate improvements in physical quality, moral quality, and personality accomplishment, thereby promoting comprehensive

development (Wang, H., 2020). Currently, the implementation of humanistic principles in physical education at the university level is achieved through three key strategies: the revitalization of traditional pedagogical approaches, the cultivation of a supportive physical education environment, and the formation of a highly competent team of physical education professionals. Furthermore, some universities have sought to reinforce the ideological and political aspects. This has involved organizing a range of teaching and research lectures, with the objective of enhancing the professional skills and teaching standards of their teaching staff. In the guidance of values within the context of college physical education, this approach has been designed to reinforce the role of ideological and political ideas (Jayant, C. P., Mita, M., & Priya, A. S., 2020). It is essential to cultivate a campus sports culture imbued with a humanistic spirit. This can be achieved by fostering a positive atmosphere through the promotion of diverse group sports activities. Such initiatives can enhance the overall quality of campus sports culture, while also fostering positive student attitudes and behaviors.

The teaching of the humanities has the potential to foster a greater appreciation for art, literature, philosophy and other humanities disciplines, thereby enhancing the humanistic and moral qualities. It is recommended that students develop a more profound comprehension and perception of human civilization while engaging in physical exercise. The objective of humanistic education is to foster the development of personality traits in order to facilitate the full expression of the individual in sporting activities. By encouraging students to engage in a range of sporting and cultural activities, the PE curriculum can foster a spirit of inquiry and a capacity for independent thought, as well as encouraging self-innovation.

## **2. The necessity and feasibility of cultivating sports humanistic spirit in college sports teaching**

### **2.1 The necessity of cultivating a humanistic spirit in sports**

The cultivation of a sports humanistic spirit enables students to engage in physical exercise while simultaneously developing their willpower, teamwork abilities and positive outlook on life. Engagement in sporting activities enables students to develop the capacity to adhere to established regulations, to demonstrate respect for their opponents. And to cultivate a sense of solidarity, which are essential elements of social adaptability (Fazhan, C., 2016). Participation in sports activities provides an opportunity for students to release pressure, relax their bodies and minds, and cultivate positive emotions, and mental attitudes. Furthermore, participation in sports activities can facilitate the development of willpower and perseverance in students. In the event of setbacks or difficulties, they are able to persevere and overcome, exercising a strong will and perseverance. The relationship between sports activities and social behaviors, such as teamwork and competition, is a topic of considerable interest. Engagement in sports activities enables students to gain insight into the significance of teamwork, comprehend the function and accountability of individual team members.

### **2.2 The feasibility of cultivating sports humanistic spirit**

The objective is to cultivate socialist builders and successors who have undergone comprehensive moral, intellectual, physical, and vocational development (Kurgat, K. P. & Kurgat, J. A., 2014). This policy provides a clear framework and support structure for the cultivation of a humanistic spirit in the context of sports. Tsinghua University motto, “No sports, no Tsinghua” exemplifies the integration of athleticism into the institution educational philosophy. The “Sports Partner” series of teaching experience courses at Tsinghua University serves to foster enthusiasm for sports, promote physical health, and instill a sense of teamwork and camaraderie.

### **2.3 The relationship between humanistic spirit, sports spirit, and humanistic education**

The humanistic spirit may be defined as a kind of universal human self-concern, manifested in the maintenance, pursuit, and concern for human dignity, value, and destiny; the high value attributed to various spiritual and cultural phenomena left by mankind; and the affirmation and shaping of an ideal personality with comprehensive development. The concept of sportsmanship can be understood as a reflection of the overall characteristics of fair play, justice, openness, and the appeal of sports. The relationship between the two can be defined as follows: sportsmanship can be considered the embodiment of the humanistic spirit in the field of sports. The spirit of fair competition, respect for opponents and teamwork in sporting events can be considered an embodiment of the humanistic spirit. Concurrently, the practice of sportsmanship can facilitate the advancement of the humanistic spirit. Participation in sporting activities can facilitate the cultivation of an indomitable will and a positive attitude towards life, which are essential elements of a humanistic spirit.

### **3. The problems existing in the cultivation of sports humanistic spirit in college physical education**

#### **3.1 Attach importance to sports professional knowledge and ignore the humanistic spirit**

In the context of college physical education, the prioritization of sports professional knowledge and skills frequently results in the marginalization of the cultivation of a humanistic spirit. A significant proportion of physical education teachers in colleges dedicate a considerable amount of instructional time to the acquisition of sports skills. This may entail an emphasis on the mastery of technical movements, training methods, and competition rules associated with specific sports. In the teaching of track and field, teachers may dedicate a significant amount of time to the technical aspects of the sport, such as starting, accelerating, and curve running. However, this focus may result in the neglect of conveying the humanistic spirit of struggle and self-challenge that underpins track and field. Despite an improvement in sports skills, there is a lack of a deeper understanding of the nature of sport. It is therefore difficult to establish a link between participation in sport and personal growth and social value. Furthermore, the assessment system for physical education is primarily based on skills and physical fitness tests, with minimal consideration given to the humanistic spirit of sports. This further encourages teachers and students to prioritize the acquisition of professional knowledge.

#### **3.2 Confusing humanistic spirit with humanistic knowledge**

In some universities, the concept of a humanistic spirit and humanistic knowledge is not clearly defined. Humanistic knowledge encompasses a range of subject areas, including sports history, sports culture, and other aspects of human culture. The humanistic spirit can be defined as an internal quality, such as respect, tolerance, resilience, and other values. Some educators believe that imparting knowledge about sports narratives or the evolution of sports can be viewed as an effective means of fostering a humanistic spirit in students. When elucidating the evolution of basketball, the instructor merely enumerates the genesis, progression, celebrated athletes, and other factual elements of basketball mechanistically, without guiding the students to comprehend the intrinsic humanistic spirit connotations embedded in basketball, such as teamwork and perseverance. This lack of clarity results in the superficial cultivation of the humanistic spirit. Students merely retain a limited set of factual knowledge, failing to integrate the humanistic spirit inherent to sports into their personal qualities.

#### **3.3 Lack of humanistic spirit education environment**

The physical education environment in universities exerts a significant influence on the nurturing of a physical education humanistic spirit. However, the current state of such environments is generally inadequate in this regard. From the perspective of infrastructure, the construction of stadiums and facilities tends to prioritize functionality, with less emphasis on the creation of a cultural ambiance. In addition to the fundamental sporting apparatus and signage in the gymnasium, there is a paucity of embellishments, slogans, or display areas that reflect the humanistic ethos of sport. This precludes students from intuitively perceiving the impact of sports and the humanistic spirit during their participation in sporting activities. With regard to the software, the organization of campus sports and cultural activities frequently prioritizes competition, with scant attention paid to culture and education. The majority of sporting events held by educational establishments are oriented towards competitive outcomes, with fewer opportunities for activities that facilitate the transfer of sporting spirit, the exchange of sporting culture, and the promotion of other related matters. Furthermore, the humanistic quality of the teaching staff is inconsistent. Some teachers lack a profound comprehension of the humanistic essence of sports and the consciousness of active communication, which impedes their capacity to serve as effective guides in teaching and interaction with students. These factors collectively impede the cultivation of the humanistic spirit in students engaged in sports activities.

### **4. The cultivation strategy of sports humanistic spirit in college physical education**

#### **4.1 Create a good environment for cultivating campus humanistic spirit**

##### **4.1.1 Optimize the cultural construction of campus sports facilities**

The construction and layout of sports facilities, such as stadiums and playgrounds, increasingly incorporates humanistic elements aligned with sports. The Sports Hall of Fame is situated within the gymnasium, where it displays the

achievements, images and quotations of celebrated sports personalities. This enables students to gain an appreciation for the influence of sports role models while engaging in sporting activities. The walls of the venues are adorned with frescoes that illustrate the historical and cultural aspects of sports. These include depictions of the origin of the ancient Greek Olympic Games and the traditional Chinese sport of Cuju. This approach allows students to gain a deeper understanding of the history and culture of sports in an intuitive manner, fostering a strong sense of appreciation for the rich heritage of sports culture.

#### **4.1.2 Enrich campus sports and cultural activities**

A variety of sporting and cultural festivals should be held. The content of the sports culture festival should not be limited to the domain of competitive sports. Rather, it should encompass a range of activities, including the presentation of sports culture, the delivery of lectures on sports-related knowledge, the staging of performances centered on the theme of sport, and so forth. For instance, sports photography exhibitions are held with the objective of encouraging students to capture exceptional moments and poignant scenes in sports with their cameras. Thereby demonstrating the humanistic spirit of sports from a multiplicity of perspectives. Additionally, sports knowledge lectures are conducted, during which sports experts, historians, and other scholars are invited to deliver lectures on a range of topics. Including the stories behind sports, the relationship between sports and social development, and the expansion of sports cultural vision.

### **4.2 Establish a harmonious relationship between teachers and students**

#### **4.2.1 Improve the humanistic quality of teachers**

It is recommended that schools facilitate regular participation of physical education teachers in humanistic literacy training courses. These courses may encompass a range of disciplines, including philosophy, history, literature, art, and other aspects of knowledge. This approach enables teachers to gain a comprehensive understanding of the nuances of the humanistic spirit and to integrate it effectively with physical education. For instance, by studying Confucianism in the context of traditional Chinese culture, educators can more effectively integrate the values of benevolence, justice, etiquette, wisdom, and trust into the domains of teamwork and competitive ethics within the physical education curriculum.

#### **4.2.2 Establish an equal and interactive communication mode between teachers and students**

It is recommended that teachers in PE classes adopt a more egalitarian approach to teaching, moving away from traditional authoritative methods and towards a style that is more interactive and inclusive. For instance, when organizing group sports activities, teachers should participate in student groups as equals, engage in discussions regarding activity plans and address any issues that may arise, facilitate the expression of their own views and ideas, respect individual personality differences, and encourage students to develop innovative thinking.

### **4.3 Integrate the humanistic spirit into all aspects of physical education**

#### **4.3.1 The setting of curriculum objectives reflects the humanistic spirit**

In the process of formulating the objectives of the physical education curriculum, it is of paramount importance to ensure the explicit inclusion of the cultivation of a sports humanistic spirit. For instance, in addition to establishing objectives related to physical fitness and skills, it is imperative to set goals pertaining to the humanistic spirit, including the cultivation of respect for opponents and adherence to rules, as well as the enhancement of social responsibility and the development of a healthy personality through sports activities. The implementation of the curriculum will be guided by a clear objective, whereby educators and learners will be able to discern that physical education is not merely a matter of physical exercise, but also encompasses the cultivation of a humanistic spirit.

#### **4.3.2 Focus on humanistic connotation in the selection of teaching content**

An investigation into the cultural connotations of traditional sports is proposed. Chinese traditional sports, including Taijiquan, and martial arts, encompass a wealth of cultural traditions and values. In the context of physical education, these traditional items can be integrated into the curriculum, and the cultural significance underlying them can be subjected to rigorous examination. For instance, in the context of Taijiquan instruction, educators may choose to incorporate Taoist philosophical concepts, such as the balance of Yin and Yang and the use of softness to overcome rigidity, into their teaching. This approach enables students to engage with the expansive and profound Chinese traditional culture inherent in Taijiquan practice, fostering the development of cultural self-assurance and humanistic qualities of introversion and calmness.

### 4.3.3 Teaching method innovation demonstrates the humanistic spirit

It is recommended that the situational teaching method be employed. In accordance with the prescribed curriculum, educators devise a particular sporting scenario. In the context of football instruction, educators may construct a scenario emulating a World Cup final, wherein students engage in competitive play against teams representing diverse nations within structured groups, and approximating the dynamics of a genuine match. In this process, students can gain a profound understanding of the humanistic spirit of teamwork, the pursuit of victory for the country, and the importance of respecting the decisions of referees in the context of football matches.

## 5. Conclusion

The objective is to cultivate a sports humanistic spirit in college physical education on a systematic and long-term basis. By fostering a conducive environment for nurturing a humanistic spirit on campus, fostering harmonious relationships between educators and learners, and integrating humanistic principles into all aspects of physical education, we can significantly enhance the efficacy of humanistic spirit cultivation in physical education at universities. Such an approach not only facilitates comprehensive development in the context of sports learning, but also organically integrates sports skills with humanistic literacy. This enables students to adopt a positive, healthy, and humanistic attitude in navigating various challenges that they may encounter in their future social lives. In the current era of continuous advancement in higher education, the pivotal role of prioritizing and reinforcing the cultivation of a sports humanistic spirit in the advancement of college physical education is becoming increasingly evident. This is not only a crucial aspect in the promotion of higher-level physical education in colleges but also an indispensable element in the nurturing of high-quality talents with comprehensive development.

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