

Functional Value of Sports Spirit in Higher Vocational Physical Education

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Abstract: Sports spirit represents people's initiative consciousness in sports. It plays a positive role in the development of sports and competitive activities. It is the driving force in promoting the development of physical education and the all-round development of students. It includes positive mental states and qualities, such as hardworking, enterprising, unity, cooperation, fair competition, patriotic dedication, and so on. By integrating sports spirit into higher vocational physical education, students can form spiritual consciousness with the correct cognition of sports spirit and give full play to the role of sports spirit in shaping their personalities, imparting knowledge, and cultivating skills. Based on the situation of higher vocational physical education, this article analyzes the educational function of sports spirit and suggests ways to give full play to the functional value of sports spirit in physical education.

Keywords: Higher vocational physical education; Sports spirit; Function; Value

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1. Introduction

From the overall view, sports spirit is a positive spiritual activity and expression in sports phenomena. With a series of mental states showing the essence of modern sports, sports spirit is the noble spirit that inspires all mankind to forge ahead. In higher vocational physical education, sports spirit plays a leading role in students' participation in sports practice and competition. It also promotes the development of campus sports culture. By integrating sports spirit into the whole process of physical education, there is a dynamic support for students' sports behaviors and activities, promoting them to form good sports mentality, style, and appearance, as well as allowing them to reflect the pursuit of justice, perseverance, and positive character in sports. This article analyzes the function of integrating sports spirit into physical education and suggests effective strategies to give full play to the educational function and value of sports spirit.

2. Functional embodiment of sports spirit

2.1. Helping students develop a strong physique

In regard to the Olympic spirit, people's rights and opportunities to participate in sports are clearly stipulated. It is believed that people should not be discriminated due to certain factors, thus reflecting the Olympic spirit in fair competitions and mutual understandings. By introducing sports spirit into physical education, students can form the consciousness of "focusing on participation" and take the initiative to participate in track and field training. Even though there are several students who do not have outstanding sports quality, have weak physical quality, non-standardized technical actions, and have poor socializing skills or lonely personalities, the sports spirit drives them to move in a positive direction. Under the guidance of sports spirit, regardless of the technical mastery, gender, or physical quality, students have the

opportunity to join sports, harvest spiritual satisfaction, relieve fatigue from sports, experience the goodwill and help from their peers as well as the joy brought by the achievement of their goals. Therefore, only by truly participating in sports, its promoting effect on physical function can be appreciated. This in turn would encourage students to pursue the goal of “higher, faster, and stronger” in their gradual progress, and develop a strong physique with continuous practice.

2.2. Helping students cultivate a sound personality

Not every sport is a competitive event where the player has to “fight alone” but there are instances where sports involve groupings. In competitions, competitive activities with teams as units play an important part. By integrating sports spirit into team sports, each student can be integrated into the team, the cooperation scheme can be jointly discussed, a team force can be formed, a sense of honor and mission can be promoted in each member of the team, and the team cohesion can be enhanced. At the same time, in sports teaching and competition, students can gradually appreciate the sense of cooperation and cooperative spirit, as well as better form the quality required by workplaces. In addition, the spirit of striving for self-improvement is reflected in intense physical training. In order to achieve good results, every athlete needs to polish himself or herself with repeated exercises. By integrating it into physical education, students are encouraged to mirror hard-working athletes, thus encouraging them to actively exercise their spiritual quality of hard work as well as promoting the improvement of their sports ability and personality.

3. Ways of cultivating sports spirit in physical education in higher vocational colleges

3.1. Exploring Olympic story materials to stimulate patriotic dedication

In higher vocational physical education, many students would say they like sports, but they lack interest in physical education. Therefore, teachers should convey the sports spirit to students by excavating Olympic story materials so that the students can form the noble quality of patriotism and dedication by participating. In regard to specific teaching activities in physical education, teachers should understand the students’ inner thoughts and hobbies. While carrying out routine teaching and practical skills training, teachers should intersperse these activities with the Chinese Olympic story to ignite the students’ patriotic enthusiasm. For example, before sprinting and long-distance running, teachers can share the story of Liu Changchun who was “fighting alone,” Wang Junxia, China’s first “Oriental divine deer” who was selected into the International Association of Athletics Federations (IAAF) Hall of fame, Liu Xiang who broke the world record and won the Olympic champion, etc. These remarkable achievements are inseparable from hard work, courage, and the unremitting struggle behind each athlete. In another example, before team competitive sports, teachers can show the incredible performances by the Chinese women’s volleyball team in Athens and Rio Olympic Games so that the students can empathize the team spirit of being persistent and having courage, thus encouraging them to actively pursue the Olympic spirit of “higher, faster, and stronger.” By sharing Chinese Olympic stories, the feelings of love and dedication to the motherland can be conveyed to the students. This in turn would inspire them to develop learning motivations and enthusiasm for sports classroom activities while providing good conditions for students to participate in sports activities.

3.2. Organizing team competitive games and cultivating the spirit of fairness and unity

Sports competitions enable people to win with actual sports ability and strength under the established rules. This is an important connotation of the Olympic spirit. In higher vocational physical education, teachers should not only teach students sports skills, but also pay attention to the cultivation of students’ awareness of fairness and rules so that they would abide by the rules while training and in competitions., thus

promoting the sports style of advocating fairness and strictly abiding by rules. At the same time, sports competitions are not only meant for winning medals, but also to compete in terms of fitness strength and teamwork. In higher vocational colleges, due to the influence of growth environment, family, personality, and other factors, there are students who excessively focus on their own personal interests, thus lacking a sense of team responsibility in learning, social, and life. Therefore, physical education teachers should give full play to the role of sports spirit in cultivating a sound personality among students, carefully design team competitive activities, and integrate game elements into sports rules so that students can develop rule awareness and teamwork. For example, the “two people and three feet” football competition can be carried out. In this competition, students would have to form groups of two, tying their legs together, and then dividing into teams of red and blue. The team that wins the most within the time given in the first half and the second half wins the competition. In team competitive activities, if students fall down due to poor cooperation, teachers should pay attention to the emotional and trust issues among the players in the group, guide the students to discuss in a humorous way, and help them to resolve conflicts. At the same time, teachers should also encourage students to have an open dialogue to communication, alleviate the tense situation, and ensure the parties involved realize the importance of cooperation. In addition, teamwork does not only exist among the players, but also among those who are indirectly participating in the competition. In view of that, teachers should encourage the students who are not participating in the competition to cheer for their teams and enhance the team cohesion of students in the competition.

3.3. Enriching the types of sports activities and cultivating the awareness of independent struggle

In order to help students develop sports spirit, teachers should pay attention to the design and development of diversified sports activities. In that way, students can temper their willpower and form enterprising and hardworking personalities. In physical education, teachers should especially pay attention to students’ sports needs, carefully design mixed sports activities for men and women, as well as encourage the students to participate in all kinds of activities, such as basketball, long-distance running, volleyball, and other activities, so that each student can give full play to their sports potential, pursue sports perfection, carry forward their fighting spirit, and cultivate their sports spirit in intense environment. At the same time, schools should guide students to form sports associations according to their specialties so that both male and female students can actively join them. For example, for boys, they can be encouraged to participate in track and field teams or football teams, whereas for girls, they can participate in dance teams, tennis teams, volleyball teams, etc. In view of the limited number of community teams, teachers can conduct different types of sports activities based on the students’ strengths during classes so that students would have the opportunity to be involved in project-based training around the sports that they excel in while helping and improving one another in groups. Secondly, teachers should guide students to maintain the good habit of exercising in the morning or encourage them to regularly engage in morning exercises. They should also regularly organize specialty sports competitions, strengthen the cultivation of students’ sports spirit through competitions, as well as honor outstanding students or those with good sports spirit with certificates and trophies so that they would continue to build lifelong sports consciousness in their hearts. Teachers should avoid giving oral encouragement and praise blindly; instead, they should provide timely criticism and praise in line with the students’ performances through various links, such as self-improvement, struggle, and mutual assistance. They should also make records as an important indicator of the final examination.

4. Conclusion

To sum up, the integration of sports spirit into higher vocational physical education is an important way to give full play to the functional value of sports spirit in physical education, optimize physical education, and

promote the all-round development of students. Therefore, schools and teachers should pay attention to the integration of sports spirit into physical education. By exploring Olympic Sports materials, carrying out team competitive game activities, and organizing diversified campus sports activities, students should really participate in all these to inherit the sports spirit, form a good habit of long-term exercise, and improve themselves toward a new generation in unity and cooperation.

Disclosure statement

The author declares that there is no conflict of interest.

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