

Exploration and Path Optimization of the Educational Practice of Empowering Cultural Identity through Traditional Physical Education in Higher Education Institutions

Lizhong Qin

College of Physical Education, Yanbian University, Yanbian, Jilin, 133002, China

ABSTRACT

As an vital platform for cultural inheritance and innovation, higher education institutions carry out the significant mission of cultivating students' cultural identity. Traditional physical education, as an important component of Chinese culture, embodies profound cultural connotations and can provide high-quality resources and unique paths for the educational practice in higher education institutions. On this basis, this paper delve into the internal logic, practical value, and optimization paths of the educational practice of traditional physical education empowering cultural identity in higher education institutions, with the aim of providing strong support and feasible approaches for higher education institutions to fulfill this educational mission.

KEYWORDS

Traditional physical education; Cultural identity; Higher education institutions; Education

1 Introduction

The aim of higher education is not only to impart professional knowledge and cultivate practical abilities, but also to foster students' cultural identity. Traditional physical education is of great significance for cultivating cultural identity. Firstly, it can exert a subtle influence on students' value orientation and cultural concepts. Secondly, it can promote the inheritance and innovation of sports culture. Based on this, this paper conducts a throughout investigation of the practical exploration and optimization path of the educational practice of traditional physical education empowering cultural identity in higher education institutions, in order to achieve the organic integration of talent cultivation and cultural identity fostering in these institutions.

2 The Internal Logical of the Educational Practice of Traditional Physical Education Empowering Cultural Identity in Higher Education Institutions

The internal logical of the educational practice of traditional physical education empowering cultural identity in higher education institutions is reflected in the following aspects.

Firstly, from the perspective of cultural cognition construction, traditional physical education contains a wealth of historical and cultural elements. Through participating in traditional sports activities such as martial arts events like wrestling, recreational events like ice and snow sports, and health-preserving events like Baduanjin, students can directly engage with and understand the relevant history of sports culture, and develop certain explicit cognition of its spiritual connotations and values, such as the concept of "harmony between man and nature" emphasized in Tai Chi, thereby helping students construct a cognitive system of traditional Chinese culture and building a bridge for them to deeply understand the cultural connotations^[1].

Secondly, from the perspective of cultural emotion cultivation, cultural emotions are the prerequisites for the formation of cultural identity, and traditional physical education is closely linked to regional characteristics and ethnic sentiments, embodying strong national consciousness and values. Through the learning of theses practices, students can foster emotional identification^[2]. Specifically, in the process of in-depth participation, it is conducive to the subtle cultivation of students' profound affection for ethnic culture, enabling them to transcend geographical and ethnic boundaries and emotionally resonate with different cultures. This practice not only lays an emotional foundation for the formation of cultural identity, but also provides powerful emotional support for the educational work in higher education institutions.

Thirdly, from the perspective of cultural behavior transformation, behavioral identification is both the final link and the ultimate goal of cultural identity^[3]. Specifically, traditional physical education is not only a process of cultural cognition and emotional experience, but also a practice of cultural behavior. During the participation in traditional sports activities, students will subconsciously integrate the learned sports skills and cultural connotations into their daily behavior, such as understanding the concept of "cultivating both internal and external virtues" and "combining hardness and softness" emphasized in traditional martial arts, and translating them into principles of conduct in daily life to guide students to

face challenges in life with a calm mindset. This inward-outward behavioral transformation emphasizes initiative and self-awareness, which not only make students become active participants in the dissemination of sports culture, but also prompts them to develop good cultural behavioral habits, thus injecting cultural power into the educational practice of higher education institutions.

3 The Practical Value of the Educational Practice of Traditional Physical Education Empowering Cultural Identity in Higher Education Institutions

The practical value of traditional physical education empowering cultural identity in the educational practice of higher education institutions lies in the following aspects.

Firstly, it is conducive to enriching the content of higher education. Traditional sports activities embody various elements of national culture, and their integration into the educational system of higher education institutions can help break free from the constraints of the Western competitive sports framework and provide students with more diverse technical and cultural resources. This thus contribute to laying a solid content foundation for the practical education of empowering cultural identity through traditional physical education in higher education institutions, enriching students' knowledge reserves, and shaping their cultural identity^[4].

Secondly, it helps to enhance the effectiveness of higher education. The introduction of traditional sports activities not only promotes students to improve their physical fitness, but also cultivates their various willpower and character, teamwork abilities, and cultural identity, thereby improving the quality of educational practice in higher education institutions and enabling students to better adapt to social development.

4 Optimization Paths for the Education Practice of Traditional Physical Education Empowering Cultural Identity in Higher Education Institutions

4.1 Reconstruct the Educational Curriculum System in Higher Education Institutions

Reconstructing the educational curriculum system of higher education is the foundation for the educational practice of traditional physical education empowering cultural identity in higher education institutions.

Firstly, it is necessary to restructure the educational curriculum goals of higher education institutions. On the one hand, in order to maximize the advantages of the educational practice of traditional physical education empowering cultural identity in higher education institutions, higher education institutions should first comprehensively sort out and accurately position the curriculum goals for all majors, with a focused emphasis on the ethnic cultural elements and moral norms embodied in traditional sports events. This approach can guide students to master basic sports skills while enhancing their physical literacy and cultural identity, thereby pointing the way for the educational practice of higher education institutions. On the other hand, it needs to formulate differentiated curriculum goals for different types of majors. For humanities and social science majors, the curriculum goals should focus on understanding the unique role of traditional sports in the inheritance of ethnic culture and cultivating cultural confidence, so as to guide students to delve into the cultural connotations of traditional sports and enhance their sense of identity with ethnic culture. By contrast, for science and engineering majors, the curriculum goals should center on understanding the scientific principles and innovative thinking contained in traditional, thereby promoting the all-round improvement of students' comprehensive qualities, and strengthening their cultural identity in this process.

Secondly, it is essential to optimize the educational curriculum design of higher education institutions. On the one hand, when optimizing the curriculum design, higher education institutions can incorporate traditional sports events with strong local characteristics and distinctive ethnic customs. The College of Physical Education of Yanbian University fully utilizes the ethnic and regional advantages and takes "Research on Sports of the Chinese Korean Ethnic Group and Its Inhabited Areas" as a distinctive feature of sports science research to offer characteristic courses such as "Ice and Snow Sports" and "Theory and Practice of Korean Ethnic Sports", thus gradually enhancing students' sense of identity with traditional sports culture. This practice provides strong support for the educational practice of higher education institutions. On the other hand, higher education institutions can also design well-structured compulsory or elective courses based on the curriculum goals, so that they can offer both basic courses for all students and advanced courses aimed at students' cognition. Taking Korean ethnic traditional sports as an example, higher education institutions can offer the compulsory course "Basic Skills of Korean Ethnic Traditional Sports" for lower-grade students to enable them to initially come into contact with and understand Korean ethnic traditional sports activities, such as the takeoff techniques of the Korean seesaw, thereby cultivating their interest in traditional sports and basic motor abilities^[5]. For upper-grade and graduate students, higher education institutions can offer an elective course "Research on Korean Ethnic Traditional

Sports Culture” to guide students to deeply analyze the historical origins and cultural connotations of Korean ethnic traditional sports from a cultural perspective, and further enhance their sense of identity with traditional sports culture. This curriculum design can not only enable Korean ethnic traditional sports to break free from the limitations of being a “niche intangible cultural heritage”, but also make them an important way for students to build an understanding of Korean ethnic culture, thus laying a solid foundation for cultural identity, and further promoting the achievement of the educational goals of higher education institutions.

4.2 Expand the Practical Platforms for Educational Practice in Higher Education Institutions

Expanding the practice platforms for educational practice in higher education institutions is a vital component of the educational practice of empowering cultural identity through traditional physical education in higher education institutions.

Firstly, higher education institutions can host various traditional sports events or practical activities on campus to create a strong traditional sports culture atmosphere through diverse campus activities, allowing students to experience the charm of traditional sports through personal participation and enhancing their sense of identity with culture. For example, with the support of the Yanbian Prefectural Bureau of Sports, Yanbian University integrates the development of ethnic traditional sports with the fundamental task of fostering virtue and cultivating talent, and implement the “moral education, labor education, aesthetic education, sports education, and intellectual education” through organizing ethnic traditional sports meets. In addition to 12 field events, the meets focus on setting up traditional sports events with ethnic minority characteristics such as swing, seesaw, ethnic minority calisthenics, Korean ethnic wrestling, and martial arts. Among these events, traditional sports events like swing and seesaw fully demonstrate the charm of folk culture and the vitality of traditional sports. Such activities not only provide students with more opportunities to engage with and understand Korean ethnic traditional sports, but also expand the educational practice platforms of higher education institutions, enabling students to comprehensively understand traditional sports culture.

Secondly, higher education institutions can collaborate with communities, enterprises and other organizations to establish off-campus traditional sports practice bases. This approach can extend the practical platforms of traditional sports from the campus to rural areas or communities, enable students to step out the campus and gain an in-depth understanding of the inheritance and development of traditional sports in society, and provide students with a broader practical platform. During the social practice activity on “Three Kinds of Going to the Countryside” in the summer of 2025, members of the “Red Pomegranate Rural Revitalization Social Practice Service Team” from the College of Physical Education of Yanbian University fully leverage their professional expertise in physical education to carry out volunteer services in Kaishuntun Town, Yanbian Prefecture. For example, they design student-appropriate courses such as football, basketball, and volleyball for primary and secondary schools to popularize scientific sports concepts among students, or develop “sports+” ethnic sports programs according to local ethnic culture, with a focus on organizing activities like Tai Chi. The purpose of these activities is to deliver traditional sports resources of the Korean ethnic group to the grassroots level, so as to facilitate the linkage of fitness and cultural inheritance, prompt higher education institutions to achieve a win-win situation of sports cultural inheritance and practical education while servicing the development of sports, and then better realize the empowerment of traditional physical education on cultural identity.

4.3 Strengthen the Development of the Teaching Staff in Higher Education Institutions

Strengthening the development of the teaching staff in higher education institutions is the main guarantee for the educational practice of enabling cultural identity through traditional physical education in higher education institutions.

Firstly, it is necessary to “ensure the full staffing” of physical education teachers in higher education institutions. In order to enable traditional physical education teachers to effectively empower cultural identity and assist in the educational practice of higher education institutions, higher education institutions need to actively recruit talents with professional backgrounds in traditional physical education and rich practical experience based on the current development needs of traditional physical education and the actual situation of the institutions’ educational practice. They should also accurately plan the quantity and structure of physical education teachers to support their educational practice, and avoid the decline in the quality of traditional physical education, the failure to achieve cultural identity goals, or the impediment to the smooth implement of educational practice activities due to teacher shortages. The College of Physical Education of Yanbian University actively recruits 1 international master of sports and 3 national-class sports masters as physical education teachers. These recruited talents not only possess profound professional accomplishments in traditional physical education, but also accumulate rich practical experience in domestic and international competitions, thus providing strong talent support for the educational practice of traditional physical education empowering cultural identity in Yanbian University.

Secondly, it is essential to “strengthen capacity” of physical education teachers in higher education institutions.

Higher education institutions should increase the training intensity of existing physical education teachers on campus. Through regular organization of special training on traditional sports programs, teaching skills, and cultural identity education, they can promote physical teachers to gain an in-depth understanding of the connotation of traditional sports culture and master effective teaching methods, thereby carrying out the integrated education of traditional physical education and cultural identity education in a targeted manner. On this basis, it also needs to encourage teachers to conduct research on traditional physical education empowering cultural identity, in order to provide strong theoretical support and practical guidance for the educational practice of higher education institutions. At the same time, higher education institutions can establish a special research fund for the educational practice of traditional physical education empowering cultural identity in higher education institutions, to support teachers in conducting research on relevant topics and encourage them to publish high-quality academic papers. Through this way, it can systematically explore the traditional sports projects and innovate their teaching, and prompt teachers to apply their research results to the educational practice. In addition, higher education institutions can build a close cooperative relationship with other universities. By jointly conducting academic exchange activities on traditional sports events, they can achieve resource sharing and complementary of advantages. For example, relying on its ethnic and regional advantages, Yanbian University establishes cooperative relationships with universities in North Korea and other countries, and conducts regular academic exchanges and mutual visits among teachers, achieving a steady improvement in teaching levels. Therefore, this approach can provide a solid faculty guarantee for the educational practice of traditional physical education empowering cultural identity in higher education institutions.

5 Conclusion

The paper thoroughly expounds on the exploration and path optimization of the educational practice of traditional physical education empowering cultural identity in higher education institutions, and aims to provide new ideas and directions for the educational work of higher education institutions. In the future educational work, higher education institutions need to attach importance to the educational practice results of traditional sports education empowering cultural identity, and constantly summarize experiences and lessons, in order to ensure that traditional physical education can exert its maximum effectiveness in cultivating cultural identity, and contribute to cultivating college students with strong physical fitness and profound cultural background for society.

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About the Author

Lizhong Qin, Master's Degree, Professor, Research Field: Traditional Physical Education.

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