

# The Practical Path of Campus Inheritance of Sports Intangible Heritage under the Background of the "Double Reduction" Policy

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**Abstract:** Sports intangible heritage is the bearer of historical values and the continuation of excellent traditional culture. Promoting school heritage of sports intangible heritage can play an important role in educating people with culture, educating people with sports and activating educational resources. The "double reduction" policy has opened up a world of opportunities for the school heritage of sports intangible heritage, both in terms of theoretical value and concrete practice. The school, the government and the public can help to create a "living" and "new" situation for the heritage of sports in schools by linking resources, optimizing the curriculum, linking activities and focusing on feedback.

**Keywords:** Double reduction policy, Sports intangible cultural heritage, Campus inheritance, Intangible materialized heritage, Primary and secondary education, Sports culture

## 1. Introduction

The "Opinions on Further Reducing the Burden of Homework and Off-Campus Training on Students in Compulsory Education" (hereinafter referred to as the "double reduction" policy) is an important decision made by our government under the strategic height of the great rejuvenation of the Chinese nation. It is also a major national plan to build a good ecology of education, return to the original intention of educating people and promote the overall growth of students. The "double reduction" policy has created a good opportunity for intangible cultural heritage in sports to enter schools. The heritage of sports and intangible cultural heritage in schools can open up multiple paths to integrate "aesthetic education" and "sports" into students' growth, which not only helps to improve students' physical quality, in line with the concept of a healthy China, but also promotes patriotic education and Chinese traditional culture[1].

## 2. The necessity of promoting the inheritance of sports intangible cultural heritage on campus

### 2.1. Reflecting national cultural values

China's profound historical heritage and the wisdom of the people have produced a wealth of sporting non-foreign heritage, which reflects national cultural values on many levels, including culture, history and national spirit. On the cultural level, sports NRMs not only show the changes in the sporting and cultural life of the Chinese people in their diverse forms of expression and living records, but also explain the distinctive cultural connotations of various ethnic groups and regions. Based on the historical dimension, sports intangible heritage is a living history, storing the essence of different historical eras, helping people to understand history in an intuitive, vivid and concrete form, and is an integral part of the soul of the nation, with important historical value. Based on the spirit of the nation, sporting heritage is the epitome of national culture. To continue to preserve sporting heritage is a concrete practice to uphold cultural confidence and inherit the spirit of the nation. The wisdom of the East, the spirit of struggle and the sense of innovation contained in sports heritage have always been a source of strength for the Chinese nation to forge ahead. Encouraging young people to gain a deeper understanding of and practice learning sports intangible heritage can strengthen patriotic education, enhance cultural identity, draw on cultural self-confidence and achieve a strong cultural nation.

## ***2.2. Fits in with the concept of a strong sporting nation***

A strong body is the absolute foundation of development, and students' active participation in sports is beneficial to enhancing physical fitness and improving mental outlook. It is not only a unique sport compared to ordinary sports, but it is also a unique sport that has been developed by the Chinese people for thousands of years and can be individually designed and modified to suit the physical characteristics of Chinese youth. It has fitness attributes and health values, as well as inclusiveness and practicality, and can become a physical exercise program for young people to participate in from an early age through the school heritage approach. For example, Experimental Primary School in Xinghua City, Jiangsu Province carried out the "Charming Stone Lock" club activity to promote "Stone Lock Fitness Exercise"[2-3].

## ***2.3. Activating quality educational resources***

The form and content of early physical education in China were mostly copied from modern Western physical education, with emphasis on competitive sports. It has become a historical necessity to break the shackles of Western physical education culture, develop sunshine sports and practice the concept of sports in general. Sports non-foreign heritage projects combine inheritance, education, localization and liveliness, and are rare educational resources. On the one hand, sporting heritage is a quality local educational resource with regional characteristics, which enriches the classroom and enhances students' sense of identity and pride in the regional culture. Thus, the heritage of sport on campus is a fusion of the participatory culture of Chinese sport, which pursues "physical and mental cultivation", and the competitive culture of Western sport, which strives for "constant transcendence", and is an integration and improvement of educational resources, as well as a collision and dialogue of different discourse systems and modes of thinking. It is also a clash of different discourses and modes of thinking.

## **3. Policy support for the inheritance of sports intangible cultural heritage on campus under the background of "double reduction"**

### ***3.1. Return to the true nature and laws of education***

#### ***3.1.1. Correcting misconceptions and returning to the true nature of education***

The background of the times cannot be ignored. At present, there is a tendency for basic education to be "KPI based", and short-sighted and utilitarian phenomena such as the "only papers, only hats, only professional titles, only academic qualifications, only awards" are frequent. Under the pressure of "performance-based" education, the heavy burden of schoolwork has overshadowed or even smoothed out students' curiosity and creativity, and alienated or even ignored their humanistic qualities and all-round development, which is incompatible with the educational philosophy of "five education integrations" and "establishing moral education". This runs counter to the fundamental task of "educating people through moral education".

Therefore, it is imperative to implement a comprehensive "double reduction" reform, to regulate the burden of schoolwork and out-of-school training, and to balance "quality" and "quantity" and "increase" and "decrease" between schools, families and society, "Through the "double reduction" reform, education will return to its original goal of nurturing people and creating a "hotbed" for students to grow healthily, learn actively and develop creatively. The "hotbed". The "people-centered" connotation of the non-physical heritage coincides with the purpose of the "double reduction" policy, which is to cultivate innovative talents for all-round development by educating people through sports and culture.

#### ***3.1.2. The synergy of "double reduction" and "double increase" promotes both burden reduction and quality improvement***

After the "double reduction" policy was implemented, extra-curricular training cooled down and the burden of schoolwork was reduced, the Ministry of Education timely proposed the "double increase" policy, which aims to strengthen sports, arts and labor activities to promote the overall development of students, The Ministry of Education (MOE) has introduced the "Double Increase" policy, which aims to strengthen sports, arts and labor activities to promote the overall development of students. The "double reduction" and "double increase" policies are in line with each other and share a common goal, i.e. to break the shackles of the classroom workload, promote the all-round development of moral, intellectual, physical, aesthetic and labor activities, and cultivate high-quality and complex talents[4-6].

### **3.2. *Effective release of campus functions and resources***

As at September 2021, 104,000 primary and secondary schools were providing after-school services, with a student participation rate of 85 per cent. In Jiangsu Province, for example, most schools have adopted a "1+x" curriculum system, where "1" refers to teachers supervising and guiding students to complete written assignments; "x" is a personalized curriculum in which schools provide a menu of courses based on their own strengths. The "1" refers to teachers supervising and guiding students through written assignments; the "x" is a personalized curriculum in which schools provide a menu of courses based on their own strengths.

The research found that many schools indicated that there was pressure to provide personalized courses, mainly due to a lack of school-based resources and an over-reliance on our subject teachers' resources, which not only distracted teachers' energy but also limited the diversity and professionalism of after-school services. Therefore, the introduction and integration of extra-curricular service resources and the establishment of an extensive and professional service system of extra-curricular resources have become the key to enhancing the level of after-school services. Sports intangible heritage projects have both fitness and cultural and educational functions, and rely on government protection, making them an unparalleled quality extra-curricular resource. Each school can develop a personalized curriculum of sports intangible heritage according to its regional characteristics, spread local and regional culture, and truly realize the "one school, one product" after-school service system.

## **4. The practical path of inheriting sports intangible cultural heritage on campus under the background of "double reduction"**

### **4.1. *Linking resources: creating a whole-area nurturing environment***

"Double reduction" leaves white space for students' all-round development by reducing the burden and improving quality. The "double reduction" policy has also put forward new requirements for all resources to work together to create a holistic nurturing environment.

#### **4.1.1. *Sports and Non-Foreign Heritage + Home-School Cooperation***

Good home-school relations are conducive to the synergy between home education and school education. The effective promotion of the "double reduction" policy cannot be achieved without the synergy of the family in terms of value orientation, atmosphere creation and teaching by example. The natural cultural attributes of sporting heritage are the glue between students, families and schools, and the participation of families in sporting heritage is an important factor in shaping family traditions, creating school characteristics and passing on Chinese culture[7-9].

#### **4.1.2. *Sports Intangible Cultural Heritage + "Three Social Linkages"***

The "three-community linkage" refers to the tripartite cooperation among the community, social sports organizations and social sports instructors to promote the sports development of young people in the community. The implementation of the "double reduction" policy has sunk some of the students' physical activity into the community, providing the space and time for the development of the "triple action" model. As an important part of the social sports organizations, the non-sports heritage should become the connection and extension point of the "three-community linkage" chain, linking the three parties and helping the development of youth sports. For example, Shanghai relies on community sports associations to carry out "community sports delivery services" to deliver martial arts and other programs to young people in the community.

### **4.2. *Optimizing Curriculum: Enriching the Supply of Sports Intangible Cultural Heritage Curriculum Resources***

Under the concept of integration of sports and education, non-physical heritage plays an important role in passing on national culture and enriching teaching content in the school context, and sports non-physical heritage is encouraged to be included in textbooks, enter the classroom and campus, and optimize the curriculum of the subject. The "double reduction" policy provides new ideas and opens up new paths for the integration of sports and education.

#### **4.2.1. *Inclusion of sports intangible heritage in after-school services***

Local education bureaus do a good job of selection in advance, encouraging non-hereditary inheritors and institutions that are willing to apply, and the education bureaus put qualified, safe and operable sports

intangible heritage items on a white list and allow them to participate in primary and secondary schools through Competitive recruitment and other means to participate in the personalized curriculum of primary and secondary schools. Schools may choose to collaborate from the whitelist on the basis of their existing resources and curriculum design. For example, the Yellow Lion Primary School in Wuhua County, Meizhou City, has developed its own local culture by offering a lion dance course under the guidance of a non-genetic inheritor, and has condensed the elements of the lion dance into a lion dance exercise and formed a lion dance team.

#### ***4.2.2. Innovative homework design based on sports intangible cultural heritage***

The "double reduction" policy is one of the key elements. In the process of talent cultivation, "knowledge in the classroom" and "space for literacy" show the "two-eight" law, that is, the learning of subjects such as mathematics and languages only accounts for 20% of the goal of education, and 80% of The autonomy and personalization of literacy depends on the integration of multiple disciplines and the synergy between inside and outside the classroom. The non-sports heritage itself is a product of the integration of sports and humanities, and can be incorporated into after-school sports assignments to create a humanistic atmosphere. At the same time, teachers can integrate sporting non-foreign heritage into their literature and history subjects to form project-based and inquiry-based assignments, shaping lifelong learning skills.

#### ***4.3. Activity linkage: strengthening dialogue between in-school and out-of-school sporting NRM activities***

The campus heritage of sporting NRM is essentially the entry of NRM culture into the campus cultural space as the Other. Therefore, sporting NRM should take a form that students enjoy to break cultural isolation, and organizing a variety of activities is a good vehicle for the campus heritage of sporting NRM. The "double reduction" redefines campus activities as an important way to cultivate moral and holistic development, which guarantees its nurturing role.

The "sports heritage" has been integrated into campus and out of campus, and primary and secondary schools are encouraged to integrate sports heritage into campus activities, organizing activities such as sports heritage cultural festivals, performances and club exchanges to create a strong cultural atmosphere on campus. For example, primary and secondary schools in Hebei Province combine the Ansei Waist Drum with campus performances; the Hebei Red Fist Association exchanges with student sports clubs to establish cultural transmission institutions and form association-based development. In addition, sports intangible heritage activities can also go beyond the campus, such as visiting non-heritage museums and visiting non-heritage inheritors. This three-dimensional, vivid and panoramic form of activity allows students to participate in an immersive way and experience sports intangible heritage from a zero distance.

#### ***4.4. Focus on feedback: forming a virtuous cycle of evaluation-reflection-optimization***

A sound quality assessment and self-optimization system is an important guarantee for the sustainable development of physical education non-heritage campus heritage. Focus on developmental and value-added evaluation in a comprehensive assessment, reflect deeply on shortcomings and achieve optimization and upgrading so that physical education non-heritage campus heritage A virtuous cycle of evaluation-reflection-optimization is formed.

In terms of quality assessment, education authorities and schools should understand the spirit of "double reduction", change their assessment orientation, and resolutely overcome the "five only stubborn miasma". The assessment system should balance scientific principles and concrete practices, and be based on the principles of diagnostic, formative and summative assessment, incorporating the views of different groups such as experts and scholars, frontline teachers, parents and members of the community, in order to improve the reliability and validity of assessment results. In terms of self-optimization, schools and non-genetic inheritors need to reflect on the shortcomings and growth points of the sports intangible heritage campus heritage program and organize teams to implement optimization ideas.

## **5. Conclusions**

The "double reduction" policy is the direction of education reform and a public call to return to the original heart of education. The school heritage of sports can seize the opportunity of the "double reduction" policy, gather resources from all sides, enrich curriculum resources with its dual value,

promote activities inside and outside the school to form a linkage effect, meet the educational needs of students' all-round development of moral, intellectual, physical, social and aesthetic development, and also cultivate fertile ground for the living preservation and innovative heritage of sports.

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