

Theoretical Construction and Practical Exploration of the Formation of School Sports Atmosphere

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Abstract: This article explores how to construct a positive and healthy school sports atmosphere through a systematic theoretical framework and practical path. The article defines the connotation of school sports atmosphere and analyzes its constituent elements from the perspectives of education, psychology, and physical education, including physical education curriculum, teaching mode, sports facilities, teacher team, and home school social cooperation. Based on the current educational reality, this article proposes a multidimensional path to build a sports atmosphere, focusing on measures such as curriculum and teaching innovation, facility optimization, teacher development, and family and community support. This study integrates school resources and external support to create a sports atmosphere with full participation, promoting the improvement of students' physical and mental health and social adaptability. Despite facing challenges such as insufficient resources, differences in teacher quality, and lack of external support, this article provides new ideas and methods for building a school sports atmosphere. Future research should explore optimization paths in different school backgrounds.

Keywords: school sports atmosphere, physical education curriculum, teacher team building, home school community cooperation

1. Introduction

With the continuous development of modern educational concepts, the position of physical education in the school education system is becoming increasingly important. Sports is not only a means to promote students' physical health, but also an important way to cultivate students' comprehensive qualities, shape good personalities, and promote social adaptability. In recent years, the country has gradually increased its emphasis on school physical education, and educational policies have continuously promoted the reform and innovation of school physical education. However, despite policy guarantees and resource support, many schools still face many challenges in promoting the development of physical education, especially in creating a positive and healthy school sports atmosphere. There are still many issues worth exploring.

The school sports atmosphere refers to the cultural, behavioral, and emotional atmosphere created by the school in physical education teaching and activities [1]. It directly affects students' attitudes and interests in sports, thereby affecting their physical and mental health and social adaptability. The formation of a school sports atmosphere not only depends on the setting of sports courses and the completeness of sports facilities, but is also closely related to the school's management mode, teachers' teaching philosophy, students' awareness of sports participation, and the support system of families and society. A good sports atmosphere can stimulate students' enthusiasm for participating in sports activities, cultivate teamwork spirit, enhance self-management ability, and help form a healthy lifestyle. However, in reality, the construction of sports atmosphere in many schools is still in the exploratory stage. Some schools, due to lack of resources, outdated management models, or deviations in educational concepts, have insufficient implementation of sports activities, the effectiveness of sports courses has not been fully utilized, and students' enthusiasm and initiative for participation have not been effectively mobilized. This not only affects the overall quality of school physical education, but also restricts the comprehensive development of students' physical and mental health. Therefore, studying the formation mechanism of school sports atmosphere and exploring how to optimize the sports atmosphere in theory and practice has become an important issue in improving the quality of school sports education. By analyzing the connotation, influencing factors, and mechanisms of school sports atmosphere, this article aims to construct a systematic theoretical framework to provide guidance for the effective formation of school sports atmosphere. At the same time, based on successful cases

and actual investigations of school sports development at home and abroad, specific practical paths are explored in order to provide practical and feasible references for educators and school managers.

The significance of this study lies not only in the expansion of academic theory, but also in providing actionable strategies for optimizing the sports atmosphere in schools in practice. Against the backdrop of comprehensively promoting quality education and the Healthy China strategy, improving the quality of school sports atmosphere will play a positive role in cultivating students with physical and mental health and comprehensive development, while also providing theoretical basis and practical guidance for the reform and innovation of school sports education. Through the research in this article, I hope to deepen the theoretical understanding of school physical education, promote the optimization of school sports environment, and enhance students' overall quality, helping them better adapt to the challenges of future society.

2. Theoretical construction of school sports atmosphere

The construction of a school sports atmosphere is a systematic process that involves multidimensional factors and mechanisms. In this section, we will explore in detail from five aspects: definition, connotation, influencing factors, mechanism of action, and evaluation criteria, aiming to provide theoretical support and practical guidance for the effective construction of school sports atmosphere.

2.1 Definition and connotation of sports atmosphere

The sports atmosphere refers to a cultural atmosphere with specific functions formed by schools through curriculum design, activity arrangement, and environmental construction in a specific social and cultural context [2]. This atmosphere not only reflects the form and content of school sports activities, but also reflects the school's attitude, philosophy, and value orientation towards physical education. The sports atmosphere is not just a pile of hardware facilities and course arrangements, but also a psychological environment created jointly by teachers and students that can stimulate students' enthusiasm for participating in sports activities. In terms of connotation, sports atmosphere includes three aspects: cultural atmosphere, behavioral atmosphere, and emotional atmosphere. Cultural atmosphere refers to the values, behavioral norms, and cultural identity conveyed by schools through sports activities, emphasizing that sports activities are not only physical exercise, but also ideological influence and personality shaping; Behavioral atmosphere refers to the interactive methods and behavioral patterns formed during daily physical activities in schools, such as teacher-student interaction, competition and cooperation among students, and the cultivation of team spirit; Emotional atmosphere refers to the emotional and psychological state that students experience when participating in sports activities, such as pleasure, achievement, and confidence, which become the driving force for students to continue participating in sports activities. Overall, the school sports atmosphere not only reflects the educational philosophy and management mode of the school, but also directly affects students' sports behavior and psychological development. A good sports atmosphere can stimulate students' interest in sports, form a positive sports culture, and promote their comprehensive development in physical, psychological, and social adaptation.

2.2 Influencing factors of school sports atmosphere

The formation of a school sports atmosphere is the result of multiple interactive factors, involving the joint effects of schools, families, and society. Firstly, the support of school management and policies is crucial, and the attention and implementation of relevant policies and resource guarantees by the school leadership are the foundation for promoting the construction of a sports atmosphere. Secondly, the quality and attitude of physical education teachers have a profound impact on the sports atmosphere. Teachers' professional abilities and positive teaching attitudes can stimulate students' interest in sports, while teachers who are indifferent or lack passion may lead to students' alienation. Student participation is also an important factor in determining the sports atmosphere. Students can choose and actively participate in sports activities in a pleasant atmosphere, which will make the sports atmosphere more active. At the same time, support from families and society is also an important factor that cannot be ignored. Encouragement and recognition from parents enhance students' interest and confidence, while support from social resources, such as the construction of community sports facilities, also provides external guarantees for the school's sports atmosphere. Finally, complete sports facilities and sufficient resources are the basic conditions for building a sports atmosphere. Good sports venues,

abundant equipment, and diverse activity projects can provide students with a wider range of choices and comfortable participation environments, further promoting the formation of a sports atmosphere.

2.3 The mechanism of sports atmosphere on student development

The school sports atmosphere has a profound impact on students' physical, psychological, and social adaptation in various aspects, and its mechanism can be analyzed from multiple perspectives. Firstly, a good sports atmosphere can stimulate students' enthusiasm for sports, encourage them to actively participate in physical exercise, thereby improving physical fitness, enhancing immunity, reducing health problems such as obesity, and achieving the goal of enhancing physical fitness. In addition, sports activities not only contribute to physical health, but also regulate students' psychological state, release stress, improve emotions, enhance self-confidence, and cultivate resilience and self-control. By providing a safe and supportive environment, a sports atmosphere can also enhance students' psychological resilience. Collective projects in sports activities, such as team competitions and group training, also provide opportunities for students to develop social skills, helping them learn to cooperate, communicate, and coordinate with others, thereby enhancing team spirit and collectivism awareness. This plays an important role in students' social adaptation and interpersonal communication abilities. Finally, competition and collaboration in sports help students develop healthy values and positive personality traits, learn to respect rules, respect others, overcome difficulties, and challenge themselves. These qualities will have a positive impact on students' future growth and development.

2.4 Evaluation criteria and models for school sports atmosphere

In order to scientifically evaluate the construction effect of school sports atmosphere, it is necessary to establish scientific and reasonable evaluation standards and models. These standards can help schools identify deficiencies in atmosphere construction and take corresponding measures for improvement. The evaluation of school sports atmosphere can be conducted from multiple dimensions, including sports participation, student satisfaction, teacher support, and sports cultural identity. Sports participation reflects the frequency, duration, and types of students' participation in sports activities, as well as the level of activity in the sports atmosphere; Student satisfaction is an important indicator for measuring the quality of sports atmosphere by understanding students' attitudes and evaluations towards school sports activities through questionnaire surveys and interviews; Teacher support focuses on teachers' enthusiasm, innovation, and support for students' participation in sports activities in physical education teaching; Sports culture identity refers to the degree to which schools generally recognize sports culture, including the organizational atmosphere of sports activities and the level of participation in campus sports events. On this basis, a multi-level and multi-dimensional evaluation model can be constructed, covering four levels: hardware facilities, management and policies, teacher-student participation, and cultural identity. The hardware facility layer mainly focuses on the completeness of school sports facilities and the adequacy of sports equipment; The management and policy levels pay attention to the implementation of school sports policies and the standardization of management; The teacher-student participation layer focuses on the professional level of teachers and the enthusiasm of students for participation; The cultural identity layer focuses on the dissemination of campus sports culture and the formation of students' sports values. Through these standards and models, schools can comprehensively evaluate their own sports atmosphere, formulate scientific improvement measures, and promote the sustainable development of physical education.

The construction of a school sports atmosphere is a complex systematic project that involves multiple factors such as educational philosophy, school management, teacher-student interaction, and family and social support. The sports atmosphere is not just a simple organization of sports activities, it is a comprehensive atmosphere that integrates culture, behavior, and emotions. By deeply understanding the connotation of sports atmosphere, analyzing influencing factors, exploring its mechanism of action, and establishing scientific evaluation standards, schools can effectively improve the quality of physical education and promote the comprehensive and healthy development of students. In future practice, how to optimize the sports atmosphere according to local conditions in different types of schools will be the key to improving the level of physical education in schools.

3. Practical path for the formation of school sports atmosphere

The formation of a school sports atmosphere not only relies on various hardware facilities and

policy support, but also on long-term practice and comprehensive strategies [3]. To build a good sports atmosphere, it is necessary to start from multiple aspects such as innovative sports curriculum and teaching models, optimized allocation of sports facilities and resources, construction and professional development of sports teacher teams, joint construction of sports atmosphere by families, schools and communities, and construction of school sports culture. The following is a specific practical path.

3.1 Innovation of physical education curriculum and teaching mode

Physical education curriculum is a core component of the school's sports atmosphere, and its content, form, and teaching methods directly affect students' interest in participation and the quality of activities. Innovative physical education courses and teaching models can stimulate students' interest in sports, enhance their participation, and promote the formation of a sports atmosphere.

Firstly, physical education courses should focus on diversified and personalized design, providing challenging and selective course content for students of different age groups, interests, and sports foundations. For example, in the basic stage, interesting and game oriented content can be added to help students develop basic motor skills; In high school, elective courses can be established to allow students to choose their favorite sports based on their interests, increasing their autonomy.

Secondly, innovation in teaching methods is crucial. Traditional physical education often focuses on imparting skills and physical training, but modern physical education emphasizes the concept of comprehensive development. Therefore, teachers should adopt cooperative learning, inquiry learning, hierarchical teaching and other methods, combined with modern educational technology, to design teaching content that meets the needs and characteristics of students. For example, using information technology to analyze sports data and helping students adjust their exercise plans according to their own situations; Cultivate students' team spirit and competitive awareness through group cooperation and team competition.

3.2 Optimized allocation of sports facilities and resources

School sports facilities are the foundation for ensuring the smooth progress of sports activities, and the quality and quantity of facilities directly affect the breadth and depth of students' sports activities. To create a good sports atmosphere, schools must optimize sports facilities and resource allocation, ensuring sufficient space and conditions for sports activities.

Reasonable planning should be made based on the actual situation of the school to ensure the diversity and adequacy of sports venues and equipment. For example, in addition to standard sports fields and gyms, schools can configure specialized facilities such as badminton halls, table tennis rooms, swimming pools, etc. according to demand to meet the diverse sports needs of students. For the utilization of the venue, it is necessary to arrange the usage time reasonably to avoid affecting students' participation and enthusiasm due to overcrowding or chaotic management of the venue. Schools should pay attention to the sharing and openness of resources. In addition to providing high-quality sports facilities for students, schools can collaborate with communities, sports clubs, and other organizations to share sports resources and effectively connect with external resources. By regularly organizing extracurricular sports activities and inviting professional coaches for guidance, we aim to broaden students' sports horizons and enhance the external influence of school sports.

3.3 Construction and professional development of physical education teacher team

Physical education teachers are the leading force in physical education teaching, and their professional competence and teaching level directly affect the formation of a sports atmosphere. Strengthening the construction and professional development of the physical education teacher team is one of the key paths to enhance the school's sports atmosphere.

Schools should strengthen the training and assessment of physical education teachers and provide regular opportunities for professional development. In addition to improving teachers' motor skills and teaching abilities, emphasis should also be placed on cultivating their educational philosophy and innovative abilities. By participating in professional training, academic exchanges, and research projects both domestically and internationally, we help teachers broaden their horizons, master the latest teaching methods and theories, and improve the quality of their education and teaching. Schools should encourage physical education teachers to engage in self-improvement and reflection. Establish a sound teacher evaluation and incentive mechanism to fully mobilize the enthusiasm of teachers.

Teachers should regularly showcase their teaching achievements and share their experiences, motivate each other to make progress, and create a good academic and collaborative atmosphere. At the same time, schools can provide more research and development opportunities for physical education teachers, such as supporting them in conducting scientific research on physical education teaching, developing physical education teaching resources or textbooks, and enhancing the professional status of teachers.

3.4 Joint construction of sports atmosphere by families, schools and communities

The formation of a school sports atmosphere not only depends on the school itself, but also requires the joint participation and support of families and communities. The joint construction of family, school and community is an important path to promote the construction of school sports atmosphere.

Schools should strengthen communication and cooperation with parents, and invite them to participate in school sports construction through parent teacher conferences, sports activity days, and other forms. The support and participation of parents can enhance students' sports motivation and improve the external environment for sports activities. Schools can also provide regular feedback to parents on their students' physical performance and guide them on how to support their children's physical exercise at home. Community is an extension space for the school sports atmosphere. Schools can collaborate with communities to share sports facilities and activity resources, organize community sports events and activities, bridge the gap between schools and communities, and create a broader sports atmosphere. The support of community sports teams can provide schools with more teaching resources and professional guidance, promoting the diversified development of school sports activities.

3.5 Construction of school sports culture

The construction of school sports culture is an important measure to enhance the sports atmosphere. By cultivating a distinctive and influential sports culture, schools can provide students with a more profound sports experience and create a positive and uplifting sports atmosphere.

Schools should cultivate students' sense of identity and belonging to sports through campus cultural activities and sports events. For example, regularly holding school sports events, class leagues, and other activities to allow students to experience the joy of sports and the value of teamwork in competitions; At the same time, by shaping sports stars and promoting sports both on and off campus, we aim to make sports an important part of school culture and inspire students' enthusiasm for participation. Furthermore, schools should focus on promoting the spirit of sports, advocating for fair competition, unity and cooperation, and striving for excellence in sports. Through classroom teaching, activity organization, and campus culture, students should be guided to establish correct sports values. Teachers not only need to impart skills in teaching, but also cultivate students' sportsmanship through words and deeds, and encourage them to form a lifelong awareness of sports.

Through innovative physical education courses and teaching models, optimized allocation of sports facilities and resources, construction and professional development of physical education teacher teams, joint construction of sports atmosphere by families, schools, and communities, and the construction of school sports culture, schools can effectively improve the quality of sports atmosphere construction, provide students with richer and more diverse sports education experiences, and promote the comprehensive development of students' physical and mental health.

4. Conclusion

This study explores the theoretical construction and practical exploration of the formation of school sports atmosphere, deeply analyzes the connotation, constituent elements, and importance of sports atmosphere in school education, and proposes a multidimensional path to build school sports atmosphere based on current educational reality. In terms of theoretical construction, this article is based on the interdisciplinary perspective of education, psychology, and physical education, and clarifies that the school sports atmosphere is a systematic and dynamic concept, involving multiple levels such as physical education curriculum content and teaching mode, sports facilities and resources, teacher team construction, and home school social cooperation. An effective sports atmosphere can enhance students' sense of participation and belonging in sports, promote their physical and mental health, cultivate positive sports values, and play an important role in improving students' social adaptability and team spirit.

In terms of practical exploration, this article explores in detail the paths and methods for the formation of the current school sports atmosphere, and proposes multiple specific measures such as innovative sports curriculum and teaching models, optimized allocation of sports facilities and resources, construction of sports teacher teams, joint construction between families, schools, and communities, and sports culture construction. These practical paths not only focus on the rational allocation and optimization of internal resources in schools, but also emphasize the joint role of external factors such as families and communities. Through multi-party collaboration and full participation, schools can create a positive, healthy, and vibrant sports atmosphere, fully stimulate students' interest in sports, and enhance their overall quality. However, the formation of a school sports atmosphere is not achieved overnight and still faces many challenges, such as the scarcity of sports resources, differences in teacher professional levels, and insufficient support from families and society. Future research should continue to explore how to flexibly apply the theory and practice of sports atmosphere construction in different types of schools and cultural backgrounds, how to overcome existing problems, and find more innovative solutions.

In short, building a good school sports atmosphere requires the joint efforts of the whole society. By continuously optimizing the theoretical framework and practical path, we can promote the comprehensive development of school sports education, further enhance students' comprehensive quality, and promote their physical and mental health and all-round development.

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