

The Cultivation Strategy of School Physical Aesthetic Process

Xianfeng Dong^{1,*}

¹The Fundamental Department, Yinchuan University of Energy, Yinchuan 750105, China

*Corresponding Author

Abstract: *Comprehensively cultivating students' moral education, intellectual education, labor education, physical education and aesthetic education is an important task of school education in the new era. School physical education can only effectively attract students to participate in sports consciously and voluntarily and achieve widespread development the purpose of campus sports. Due to the interdependence and mutual influence between fun and beauty, the study of sports fun must involve the study of sports aesthetics. This article adopts research methods of literature and logical analysis, from the necessity of sports aesthetics, sports aesthetics, and sports aesthetics. In terms of sports aesthetic design and effectiveness, it explains the importance of aesthetic process research for sports fun and the practical significance of school physical education.*

Keywords: *school physical education, aesthetics, physical education*

1. Introduction

When it comes to sports aesthetics, it is natural to pay attention to sports aesthetics and its practical application. Although Chinese sports aesthetics has been an independent research field for decades, it still draws on foreign sports aesthetics research results. Europe, the United States and Japan have made fruitful achievements in sports aesthetics research, which has a direct impact on Chinese sports aesthetics. The American psychologist Shusterman's "Body Awareness and Body Aesthetics" has a greater impact on Chinese body research. Shusterman's point of view is that if Western philosophy continues to work on fulfilling the motto of "know yourself", then you should know your own physical self, physical perception, and physical behavior. He believes that "body" and "flesh" are essentially different. The body is full of vitality and emotion, and is sensitive and purpose-oriented, while the body is purely a matter of bone and flesh [1]. Therefore, he conducts research on body aesthetics through active physical training methods, discusses the improvement and cultivation of our body consciousness, and points to the physical and mental experience that pays attention to the development of the body, and the aesthetic cultivation that is beneficial to physical and mental health. Based on Kant's aesthetic appreciation, he tried to break through the epistemological interpretation, thinking that aesthetics is neither objective nor subjective, but that "subjective appearance is objective" is "subjective universality manifested in the form of objective appearance". Put forward the theory that aesthetics is the unity of super subject and object relationship, pay attention to the beauty of people in sports learning with the thinking mode of "things and me", and pursue the integration of people and sports. He believes that "things and me are one" or "things and me are forgotten" will become the theory of sports aesthetic culture, pursuing the fusion of reality and spiritual state [2].

In summary, Chinese sports aesthetics theory has built an independent academic system on the basis of learning from foreign achievements. However, the scope of application in the school sports practice process is limited or even neglected. It is mainly affected by "practical" sports. Sports aesthetics is not like mastering sports technology and exercise methods that can directly produce effects in practice. The reason for the loss of school sports fun is to a large extent the lack of sports aesthetic awareness and the lack of aesthetic design. With the improvement of people's living standards, sports have gradually shifted from pursuing the "practical" value of fitness to pursuing the value of perfect all-round development. Especially for the youthful student group, the pursuit of beauty is an eternal theme. To help students enjoy the fun of sports, the first is to help students establishing the thinking method of sports aesthetics, discovering sports beauty in sports, and learning aesthetics has become an educational content that cannot be ignored in school sports.

2. The necessity of school sports aesthetic education

For a long time, school sports has been the main method of calling for sports, and students are required to participate in various sports activities, and the passivity is greater than the initiative. People's emotional awareness is ignored in physical exercises. Strengthening physical fitness is an important purpose of exercise. Beauty is not within the scope of physical activity considerations [3]. In this case, the lack of aesthetics has led to the formation of several bottlenecks that are difficult to break through: One is to pay attention to technical or physical test results, and to despise people's sports feelings. The forced "running lap" of physical education makes students tired of physical education classes, and physical education credits are completed. The second is to attach importance to the assignment of sports tasks, underestimate the design of sports attractiveness, and ignore the conscious and voluntary emotions of students, resulting in unsatisfactory results of students' active sports. It is more common for students to take sports for credits; third, although sports beauty has no place, in the case of weak aesthetic awareness, the lack of the ability to discover and promote beauty, and the lack of beauty leads to the lack of fun in sports. In the thinking of sports aesthetics triggered by the search for sports fun, we are faced with the fact that sports have no fun and sports lack of beauty, which also certifies the confusion caused by the lack of aesthetics to the development of school sports. Aesthetic education should be included in the reform of school sports.

3. School sports aesthetic content

3.1 Sports aesthetic education

There is a difference between the purpose of sports aesthetic education and sports technology education. Sports technology education is to teach students to master the method of physical exercise, from the beginning of technical cognition to the end of mastering the technology, focusing on knowledge learning and the mastery of technology, and sports performance is the only criterion for knowledge acquisition [4]. Different from technical education, judging its effectiveness from an aesthetic point of view is not how much knowledge education can bring, but how much pleasure education can bring. Sports aesthetic education aims at the pursuit of fun. Aesthetic thinking requires sports learning to change teaching methods. It not only starts with technical learning, but also must pay attention to sports aesthetics. It helps students start with appreciation of technology when they are exposed to new technologies, design novel learning links, and capture the characteristics of students' interest in new things. Attract students with the beauty of movement, cultivate their interest in learning, guide them to experience the sense of gaining skills from the shallower to the deeper, and change the teaching method of using scores to control the enthusiasm of learning. Sports aesthetic education emphasizes learning with fun and consciously active learning.

3.2 Sports aesthetic objects

Teachers and students are both the subject and the object of sports aesthetics. Traditional sports usually regard teacher image, teaching organization, sports management, environmental design and other aspects as teaching norms in sports management, as a binding management regulation, sports aesthetics requires all aspects of teaching to be treated as a process of teacher-student co-creation and aesthetics shows the characteristics of vivid humanity [5]. First of all, physical education teachers are required to establish aesthetic consciousness. As the subject of aesthetics, the teacher's personal image, behavioral discourse, teaching demonstration, teaching organization and methods in the classroom are not only in line with the physical education classroom norms, but also should be regarded as an aesthetic object that can make students happy.

Physical education teachers create beauty: First, the personal image is beautiful. Wearing sportswear, full of energy, enthusiasm and vitality, the image of the teacher should become a role model for students to be willing to accept sports. The second is the beauty of explaining and demonstrating. The teacher's technical movements can attract students' attention and make students have the urge to imitate movements. Learning under the graceful movement demonstration becomes an attractive voluntary activity. The third is the teaching plan. The teaching plan with aesthetic effect not only considers the learning effect of students mastering the technology, but also considers how to attract the physical and mental attention and tension of the students, and it is an aesthetic thing to promote the students to devote themselves to it. The fourth is the teaching organization. Classroom team mobilization and activity status need to take into account the overall aesthetics, disorderly free

activities, so that the overall classroom activities are not aesthetic, and there are potential safety hazards. Teachers should pay attention to lesson preparation.

Students create beauty: the first is the student's mental outlook, the performance of concentration and hard work in the study, the active exercise that is unique to the physical education class, mutual communication, and the active learning ability to strive for excellence; the second is the sportswear, because the physical education class is the main content of group sports. In the course, students' clothing wear can accurately reflect their enthusiasm for participating in sports. A group of students wearing casual clothes, sandals, jeans and other inconvenient sportswear have destroyed the aesthetics of the physical education classroom; the third is aesthetic values, and sports competitions are for training people. Will and character, the experience of winning without being arrogant or discouraged in the game, the experience of persisting and giving up in practice, the experience of leading and obeying characters in the game, and so on. These are the indispensable experience of moral beauty for students' sports aesthetics.

The beauty of sports is all-encompassing. The most important thing for school sports is the beauty of teachers and students co-creating, releasing the rigid norms and disciplines of sports regulations in traditional sports, and embodying innovative educational methods with pursuit and appreciation from the perspective of sports aesthetics.

3.3 Sports aesthetic purpose

As adolescent students are in the physical development period, their bodies are originally healthy. In this case, taking health as the content of sports goals cannot arouse much resonance. If the students are passionate about pursuing the goal of beauty without fading, encourage students to participate in sports, and get closer to the students demand. The results of modern scientific research confirm that the enthusiasm of any living organism is ultimately caused by its needs and is directed to satisfying these needs. Marx also pointed out: Their needs are their essence. Everyone has the love of beauty, especially young people's pursuit of beauty without turning back [6]. For this reason, let students love beauty and love sports become the motivation of the common inner needs, which undoubtedly helps to deeply grasp the internal mechanism of students' enthusiasm for sports activities, so as to improve the level of extensive sports activities.

4. Conclusion

Aesthetic education can inculcate correct aesthetic concepts through lectures, videos, prints, photography, competitions and other countless methods. It can also use listening, design, and interaction with students to incorporate aesthetic principles into the physical education curriculum. Sports beauty education is to help students find an indispensable part of sports fun. School sports in the new era must be emotionally involved sports. It is not just a digital sports that meets the standards of performance and physical fitness. It is necessary to see the potential of sports aesthetic design and its attraction to young students, so that students can be happy in sports, and then a wide range of campus development can be realized the goal of physical activity. In the 40 years since the reform and opening up, "extensive development" is still a problem. Attaching importance to sports aesthetic activities and deepening aesthetic research will help the formation of sports fun and make it a breakthrough point for the realization of extensive national fitness activities.

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