

Exploring University Sports Curriculum Teaching for She Ethnicity Through an Ecological Civilization Perspective

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Abstract

In the context of China's commitment to ecological civilization, the integration of ecological education into higher education institutions has gained prominence. This study examines the significance of ecological education within university sports curriculum, focusing specifically on the She ethnicity. It aims to preserve traditional She ethnicity culture and foster innovation by viewing She ethnicity sports curriculum through the lens of ecological civilization. Employing a mixed-methods approach, including literature reviews, surveys, and interviews, this study systematically assesses the current state of ecological civilization implementation within She ethnicity sports curriculum teaching. Findings show enthusiastic engagement and cultural appreciation among She ethnicity students, indicating the curriculum's effectiveness in preserving their heritage. Innovative pedagogical approaches, such as versatile teaching methods and interdisciplinary integration, enhance the learning experience. The research also delves into designing a university sports curriculum tailored to the She ethnicity from an ecological civilization perspective, emphasizing cultural preservation, environmental protection, and personalized development. It highlights the transformative potential of this curriculum, bridging ecological consciousness, cultural heritage preservation, and holistic human development. This research contributes to advancing ecological civilization, ensuring the thriving legacy of the She ethnic community, promoting sustainability, and nurturing cultural vibrancy in future generations. Further research should focus on implementing the proposed curriculum and evaluating its impact on students' well-being, cultural preservation, and environmental consciousness, while exploring similar initiatives among other ethnic communities to broaden understanding of ecological education in higher education institutions.

Introduction

As China continues its commitment to advancing ecological civilization, the significance of ecological education within the educational landscape has become increasingly evident (Chen & Zhao, 2022). Narbutaev (2020) asserted that higher education institutions, being vital

platforms for nurturing future leaders, bear the responsibility of integrating ecological education principles into their pedagogy and curriculum, including university sports curriculum teaching. Similarly, She ethnicity-focused sports curriculum at universities, a component of physical education, merits comprehensive exploration within the context of ecological civilization. This study's value lies in its examination of She ethnicity sports curriculum at the university level through an ecological lens. It seeks to understand how ecological civilization can be woven into She ethnicity sports education, thereby promoting both the preservation of traditional She ethnicity culture and its innovative development.

Additionally, this study aims to provide valuable insights and guidance for the integration of ecological civilization principles into university sports curriculum teaching. Employing a range of research methods, including literature reviews, questionnaire surveys, and semi-structured interviews with key stakeholders, the researcher systematically assessed the current status of ecological civilization implementation within She ethnicity sports curriculum teaching. Furthermore, the researcher offered practical recommendations and implementation strategies based on real-world cases.

Literature Review

She Ethnic Sports Culture in the Perspective of Ecological Civilization

The She people, one of China's ethnic minorities residing in regions like Fujian, Zhejiang, Jiangxi, and Guangdong, boast a unique sports culture deeply embedded in their ethnic heritage (Feng et al., 2023). This culture holds immense historical and cultural value, showcasing distinct elements that include collective sports, dance, competitive events, and games like "cushion kicking," "stilt walking," and "pot shaking."

From the lens of ecological civilization, the She ethnicity's sports culture stands out as a harmonious blend of humanity and nature (Wickramasinghe, 2023). It underscores the preservation and sustainable development of the ecological environment. The She people's profound reverence and gratitude towards nature infuse their sports culture with ecological wisdom and aesthetics, rendering it an integral component of traditional Chinese sports culture (Wang & Rattachaiwong, 2022).

She ethnicity sports, integral to China's minority sports landscape, boast a rich history and diverse forms within She ethnicity regions (Xu, 2023). To safeguard and pass on the She ethnicity sports culture, several universities have incorporated it into their sports curriculum teaching. This inclusion not only provides She ethnicity students with a comprehensive understanding of their ethnic sports culture but also offers non-She ethnicity students the opportunity to explore and experience it. For instance, Lishui University's She ethnicity sports curriculum encompasses traditional She ethnicity sports, modern sports, and cultural experiences. This curriculum not only encourages student participation in She ethnicity sports culture activities, such as competitions, cultural exhibitions, and experiential events but also facilitates a deeper appreciation of the essence of She ethnicity sports culture.

Methodology

This is an exploratory and interdisciplinary study. The research employs a mixed-methods approach, incorporating both qualitative and quantitative methods to provide a comprehensive analysis. The primary research methods include semi-structured interviews, literature reviews and questionnaire surveys. Qualitative semi-structured interviews were conducted with key stakeholders involved in the She ethnicity sports curriculum, including She ethnicity students, faculty, and ecological experts. These interviews allowed for in-depth

exploration of their experiences, perspectives, and contributions to the curriculum. Extensive literature reviews were conducted to gather existing knowledge on topics related to ecological civilization, She ethnicity culture, and sports education. Quantitative questionnaire surveys were also administered to She ethnicity students to gather specific data regarding their participation in the sports curriculum, their attitudes toward ecological principles, and their cultural awareness. These surveys provided statistical insights into student perceptions and behaviors.

Findings and Discussion

Survey on She Ethnic Students' Participation in She Ethnic Sports Curriculum

This section presents the findings and discussion based on a comprehensive survey conducted to assess the involvement of She ethnicity students in the She ethnicity sports curriculum at Lishui University. The survey outcomes provide quantitative insights into the depth of engagement and the transformative impact of this curriculum.

1. Enthusiastic Engagement and Cultural Appreciation

The survey results reveal a robust and enthusiastic engagement of She ethnicity students within the She ethnicity sports curriculum. An overwhelming 82% of respondents expressed a high degree of interest and enthusiasm towards the courses offered. This reflects a prevailing sentiment among She ethnicity students regarding the significance of this curriculum in deepening their understanding and appreciation of She ethnicity sports culture. Importantly, 94% of participants acknowledged the curriculum's effectiveness in preserving and transmitting the rich tapestry of She ethnicity sports culture. These quantitative findings underscore the curriculum's vital role in cultural preservation.

2. Growth Through Active Participation

Upon participation in the She ethnicity sports curriculum, students of She ethnicity experience substantial personal and cultural growth. A noteworthy 87% of respondents reported acquiring practical skills and knowledge across various She ethnicity sports activities. Furthermore, 78% indicated that they felt a profound connection to the unique qualities and charm of She ethnicity culture through their active involvement in the curriculum. Importantly, 63% of students expressed that they had formed enduring friendships and meaningful connections with peers from diverse ethnic backgrounds, highlighting the curriculum's role in fostering cross-cultural communication and integration.

3. Innovative Pedagogical Approaches

Lecturers within the She ethnicity sports curriculum employ versatile teaching methods that have been well-received. 79% of respondents expressed that they found the curriculum engaging due to a combination of teaching methods, including traditional classroom lectures, practical exercises, and hands-on experiential activities. Moreover, 88% of students felt encouraged to ask questions and express their opinions, indicating a strong emphasis on promoting interaction and open communication with students. This quantitative data underscores the effectiveness of these innovative teaching methods in enhancing the overall learning experience.

Semi-structured Interview

Designing University She Ethnic Sports Curriculum Teaching from the Perspective of Ecological Civilization

This section presents the findings and discussion based on semi-structured interviews conducted to design a university sports curriculum tailored to the She ethnicity from the perspective of ecological civilization. The discussions highlighted crucial aspects and addressed specific implementation issues.

1. Emphasizing the Inheritance and Evolution of She Ethnic Traditional Culture

In-depth interviews revealed unanimous agreement among stakeholders regarding the paramount importance of preserving and evolving She ethnic traditional culture within the university sports curriculum. Participants stressed the need to encompass a wide range of elements, including She ethnic traditional sports activities, folk dances, traditional martial arts, and more. This comprehensive approach facilitates a profound exploration of She ethnic culture, enabling students to gain a deeper appreciation for their heritage and nurturing their respect and understanding of traditional customs.

2. Prioritizing Environmental Protection

The interviews underscored the inherent priority of environmental protection within the She ethnicity sports curriculum, especially in outdoor sports activities. Participants highlighted the necessity of actively promoting the preservation of natural ecological environments to mitigate potential irreversible impacts on delicate ecosystems. By instilling environmental consciousness within students, this approach aligns seamlessly with the principles of ecological civilization, fostering a generation of responsible stewards of the environment.

3. Cultivating Personalized Development

Stakeholders emphasized the importance of personalized development of individual students within the curriculum. Participants expressed support for encouraging students to explore and uncover their unique strengths and interests within the realm of physical education courses. By providing space for self-discovery and growth, the curriculum actively promotes the development of each student's latent potential, resulting in the enhancement of their physical abilities and overall qualities.

4. Fostering Interdisciplinary Integration

A consensus emerged among interviewees regarding the promotion of interdisciplinary integration within the curriculum. Participants recognized its role in providing students with a holistic understanding of knowledge spanning multiple domains. This enhances their comprehensive skill set and interdisciplinary aptitude, aligning with the broader goals of ecological civilization and cultural preservation.

Specific Content of University She Ethnic's University Sports Curriculum Teaching Design

1. Emphasizing the Inheritance and Evolution of She Ethnic Traditional Sports Activities

Interview findings underline the profound emphasis placed on preserving and evolving She ethnic traditional sports activities within the curriculum design. These activities encompass a rich tapestry of cultural practices, including the She ethnic dragon and phoenix dances, stool balancing, stone-kicking, and various other traditional projects. Active participation in these time-honored activities provides students with a unique opportunity to immerse themselves

in the essence of She ethnic sports culture. Stakeholders universally recognize the paramount importance of preserving these traditions.

2. Advocating Environmental Protection Education

The interviewees unanimously stress the critical role of environmental protection education, particularly in outdoor sports activities. The curriculum design should conscientiously incorporate modules that educate students on effective strategies for maintaining the delicate balance of the natural ecological environment. This education extends to promoting energy conservation, nurturing environmental awareness, and cultivating a deep sense of social responsibility. Instilling these principles in students ensures not only their active participation in sports but also their role as conscientious stewards of the environment.

3. Promoting Interdisciplinary Integration Education

The interview participants acknowledge the central importance of interdisciplinary integration education. This approach weaves together diverse fields, including environmental science, humanities, and social sciences. Fostering such integration equips students to explore the intricate interplay between She ethnic culture and various dimensions of the environment, society, and economy. This holistic understanding empowers them with insights that transcend traditional learning boundaries, nurturing well-rounded individuals.

4. Emphasizing Personalized Development Education for Students

The interviews emphasize the significance of personalized development for students, particularly within the realm of physical education courses. Encouraging students to embark on a journey of self-discovery, where they identify and harness their individual strengths and interests, is a cornerstone of the curriculum design. This approach enhances not only their physical prowess but also elevates their overall qualities. Additionally, the thoughtful integration of mental health education fosters students' positive self-awareness and self-esteem, contributing to their holistic development.

Evaluation of Implementation Effects and Recommendations

In assessing the effects of implementing the She ethnic's university sports curriculum, several perspectives and recommendations emerge from the qualitative interviews conducted. These findings center on enhancing students' well-being, ensuring effective curriculum instruction, promoting the preservation of She ethnic culture, and addressing implementation challenges.

The implementation of the She ethnic's university sports curriculum is seen as instrumental in improving students' physical and mental health. Regular participation in physical activities and course instruction is expected to lead to improvements in both their physical attributes and psychological well-being. This aligns with the broader goal of promoting holistic health among She ethnic students and helping them cultivate healthy lifestyles and habits. It underscores the potential of the curriculum to contribute positively to students' overall well-being.

From the perspective of curriculum instruction, stakeholders emphasize the importance of the curriculum's ability to effectively impart She ethnic traditional sports skills and cultural knowledge. It is anticipated that through the acquisition of these skills and knowledge, students will attain a deeper understanding of and connection to She ethnic culture. This not only enriches their educational experience but also contributes significantly to the

preservation and advancement of She ethnic culture. The curriculum stands as a vital tool for transmitting cultural heritage.

Issues During Implementation and Recommendations

Throughout the implementation of university sports curriculum teaching for She ethnicity, several issues surfaced, and stakeholders provide recommendations to address these challenges.

1. Limited Course Content

Interviewees suggest enriching the curriculum by incorporating elements such as traditional songs, dances, and musical instrument performances. Simultaneously, integrating modern sports activities like basketball and soccer can ensure the curriculum remains diverse, blending both traditional and contemporary aspects. This approach aims to offer a more comprehensive and engaging educational experience.

2. Teaching Methods

To cater to diverse learning needs, stakeholders advise introducing a variety of teaching methods, including lectures, demonstrations, and practical exercises. Creating multi-level and multi-angle teaching contexts through these methods can encourage students to gain a deeper understanding and mastery of knowledge. Flexibility in teaching approaches enhances the overall effectiveness of the curriculum.

3. Student Engagement

To tackle issues of insufficient student engagement, recommendations include designing interactive segments within the classroom, such as group discussions and interactive games. Additionally, incorporating practical activities like outdoor adventures and sports events aims to create positive experiences, motivating students to immerse themselves fully in the curriculum. Active engagement fosters a more vibrant and participatory learning environment.

These recommendations offer pathways to mitigate potential challenges in the university sports curriculum teaching for She ethnicity. They underscore the need for adaptability and continuous evaluation to optimize teaching strategies, enhance curriculum quality, and elevate student engagement. The ongoing commitment to improvement ensures that the curriculum remains a dynamic and effective tool for cultural preservation and holistic education.

Conclusion

In conclusion, the exploration of university sports curriculum teaching tailored to the She ethnic community, framed within the context of ecological civilization, reveals a transformative educational paradigm that bridges ecological consciousness, cultural heritage preservation, and holistic human development. This approach, rooted in the principles of ecological civilization, transcends traditional boundaries, offering a holistic education that fosters a profound connection between humanity and the environment. It emphasizes the importance of environmental stewardship, preserving the rich tapestry of She ethnic culture, and nurturing the growth of individuals who are not only physically fit but also socially responsible and culturally confident.

This research underscores the pivotal role of university sports curriculum teaching for the She ethnicity in shaping the future of ecological civilization. By infusing ecological values into education, we pave the way for a more harmonious coexistence between humans and nature. This endeavor is not only about imparting knowledge but also about instilling values, fostering a deep respect for the environment, and nurturing cultural pride. Ultimately, it is a holistic approach that propels ecological civilization forward, ensuring that the legacy of the She ethnic community continues to thrive, and that the principles of sustainability and cultural vibrancy become ingrained in the hearts and minds of generations to come.

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Appendix

Semi-Structured Interview

Section 1: Evaluation of Implementation Effects

1. How do you perceive the impact of the She ethnic's university sports curriculum on students' physical and mental well-being?
2. Can you share specific instances or observations where you've seen improvements in students' physical attributes and psychological well-being due to their participation in the curriculum?
3. From your perspective, how effectively does the curriculum impart She ethnic

traditional sports skills and cultural knowledge to students?

4. In what ways has the acquisition of She ethnic traditional sports skills and cultural knowledge contributed to a deeper understanding of and connection to She ethnic culture among students?

Section 2: Promotion of She Ethnic Culture Inheritance

5. How do you view the role of the She ethnic's university sports curriculum in actively promoting the preservation and development of She ethnic culture?
6. Could you provide examples of how the curriculum has been successful in preserving and advancing She ethnic culture?
7. From your experience, how do students react to and engage with the cultural elements embedded in the curriculum, such as traditional sports activities and cultural knowledge?

Section 3: Issues During Implementation and Recommendations

8. Have you encountered any challenges or limitations during the implementation of the university sports curriculum for She ethnicity? If so, could you describe them?
9. Regarding course content, what recommendations or suggestions do you have for enriching the curriculum, considering both traditional and contemporary elements?
10. How would you assess the variety of teaching methods employed in the curriculum? Are there specific methods you believe have been particularly effective or areas where improvement is needed?
11. What strategies or changes would you propose to enhance student engagement within the curriculum, ensuring that they are actively participating and deriving value from the experience?

Section 4: Closing Thoughts

12. Do you have any additional insights, comments, or suggestions related to the She ethnic's university sports curriculum that you would like to share?
13. Lastly, is there anything else you believe is important for us to know about the curriculum's implementation or its impact on the She ethnicity community?