

Construction of Humanistic Quality Education System of Competitive Sports Reserve Talents in China

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Abstract—In the process of training competitive sports reserve talents, too much emphasis on physical quality, technical and tactical accomplishment, psychological quality, while despising other quality education led to the powerlessness of young athletes in competitive sports and the poor comprehensive quality so that there even emerged some negative behaviors made by them in the society. In order to solve these problems, the purpose of this study is to discuss how to construct Humanistic quality education system of competitive sports reserve talents. Based on the combination of theory and demonstration, we construct the humanistic quality education system for the high-level sports reserve talents by field investigation and expert interviews. The results we obtained demonstrate that reconstruct the target system, strengthen the Implementation System, establishing the Content System will contribute to our constructing of competitive sports reserve talents in china. In this way, we can take human as the starting point, take the all-round development of young athletes as the goal, and carry out the humanistic quality education throughout, and ultimately promote the coordinated development of physical and mental reserve talents.

Keywords—education system, Humanistic Quality, Competitive Sports, Sports Reserve Talents

I. INTRODUCTION

It is a basic, strategic and long-term systematic project to cultivate reserve talents in competitive sports, which not only needs to regard winning glory for the country as the highest form of expression, but also needs to maximize the value of the individual athlete. Therefore, we should attach the same importance to the positioning of the individual athlete's sports career as well as the planning and development of his social career. However, the current "single, closed and extensive" training mode is divorced from the track of social development, and does not understand the guideline of "people-oriented and comprehensive training" advocated by the state, which only focuses on the surface of the operation, without paying attention to the training process and the evaluation of social benefits. Especially in the process of running schools, the ideologies of "playing for medals" and "quick success" have not been fundamentally reversed and

curbed. These are the contradictions and problems that need to be solved urgently [1].

With the main purpose of cultivating young athletes of high quality, sports colleges and universities should fully demonstrate their humanistic characteristics in education. The government should make policies to implement the constructions in an all-round way and set basic goals of reform in the field of humanity. The humanistic care ought to be highlighted in school management and environment construction. The humanistic knowledge, professional education and training knowledge should be combined as the core of the training as far as the training of teacher and coaches was concerned. The construction of humanities courses was essential and served as the core course in the field of course construction.

Among those measures, we needed to contemplate and relocate immediately the values, purposes and methods of humanistic quality education for young athletes. Every related teaching staff should have a clear understanding about the key roles of humanistic spirits, knowledge and quality in the development of individuals and society and key roles of humanistic quality education in the training system of young athletes. As for the purpose of humanistic quality education, it should have a clear break with the command of concepts, facts, theories and techniques so that the young athletes could have a humanistic reflection on themselves, cultural education and the sports training. Their inner humanistic demand should be awakened, basic humanistic quality cultivated, high-toned humanistic ideals and corresponding spirits formed. Therefore, they would be more critical and determined to reject decadent thoughts such as consumerism, utilitarianism, hedonism, fully aware of the beauty of humanity and the noble dignity. Specifically, the means of humanistic quality education should be free from the simple cramming education, superficial sermon and training brought by the basic attributes of humanistic knowledge. With strong reflectivity, the humanistic knowledge harbored the content of subjectivity and individuality and its emphasis was not constrained by the simple commanding of the knowledge. Therefore, in order to inspire the real attention and reflection of young athletes, the effective means of humanistic quality education lay in the

form of bilateral interaction between discussion and dialogue, practice and reflection.

In view of this, this study discusses how to construct Humanistic quality education target system of competitive sports reserve talents.

II. CONSTRUCT HUMANISTIC QUALITY EDUCATION SYSTEM OF COMPETITIVE SPORTS RESERVE TALENTS

A. Reconstruct the target system of Humanistic Quality Education for competitive sports reserve talents

Considering the age and characteristics of physical and mental development of reserve talents, the targets of humanistic quality education of the peer students at the elementary education stage ought to be taken as the reference before the determination of humanistic quality education targets for the sports reserve talents. There's no specific

definition for the targets of humanistic quality education, but it had three requirements: The first was to have a good command of knowledge. The second was to form a certain view of life and value and have a good aesthetic taste [2,3]. The third was to fully understand the social and interpersonal relations and have the ability to deal with them. The above three requirements pointed the way for determining the targets, related content and systems of humanistic quality education for the sports reserve talents. The humanistic quality education targets were relatively comprehensive while those of the sports reserve talents laid the emphasis on the educational resource allocation and the evaluation of educational achievements. However, it's not practical in combining the former and the latter together to formulate the educational targets and execution strategy. Thus, on the basis of the above requirements, the specific targets of humanistic quality education were divided into eight points (Fig. 1).

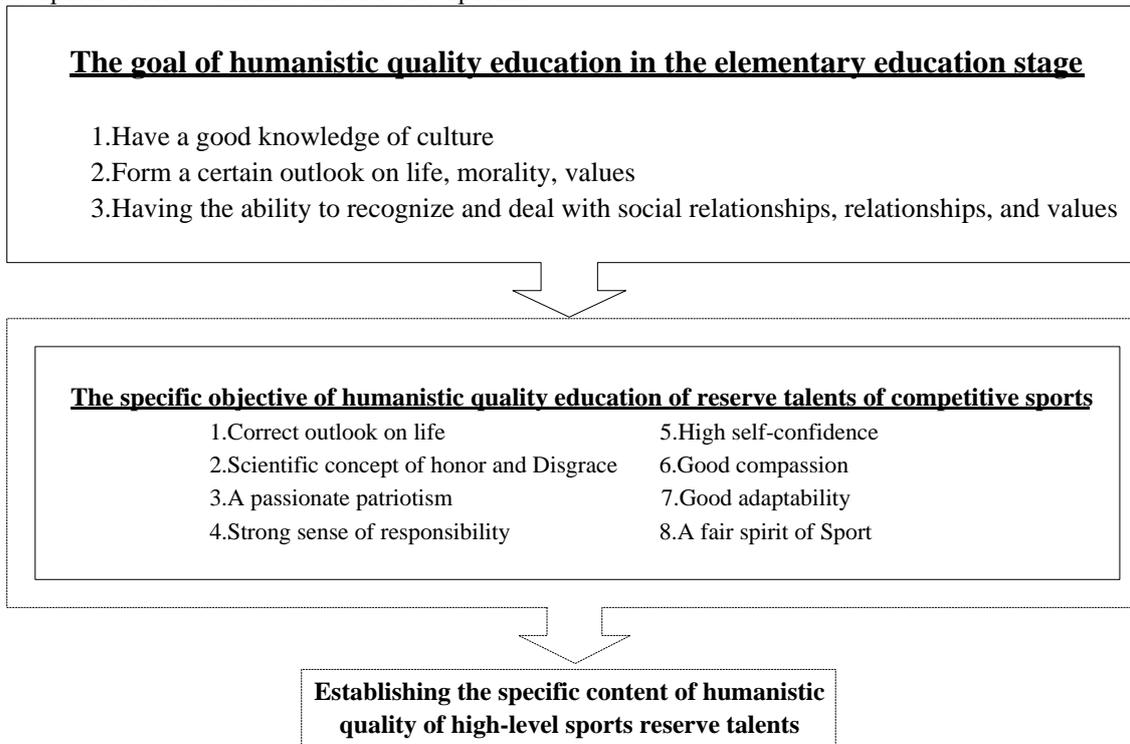


Fig. 1. System of Humanistic Quality Education for the Sports Reserve Talents

B. Strengthen the Implementation System of Humanistic Quality Education for competitive sports reserve talents

The network model of humanistic quality education was the combination of sports school, family and society as far as the educational approaches were concerned. The first was to give fully play to the main position of cultivation so as to conduct the humanistic quality education [5,6]. The second was to give full play to the auxiliary function of the family in the field of education because the families played an important role in the cultivation of sports reserve talents, which was neglected before. The third was to bring the support function of the society to the full play because the practice played an

irreplaceable role in the humanistic quality education of sports reserve talents.

As for the educational methods, three methods of infusion, practicing and problems solving were integrated to form the composite and solid system of carrying out the education. The first was to carry out the long-term infusion of humanistic quality for the reserve talents in a rational way, the emphasis of which was to integrate the process of carrying forward and cultivating the humanistic quality into cultivation of sports reserve talents [7,8]. Then the method of education through practice was applied in the education so as to increase their critical thinking ability in guiding the sports reserve talents to fit into the society. Finally, the ideological and realistic

problems of the reserve talents should be combined and solved to increase their enthusiasm for the nation, the sports careers and competitive events so as to achieve the goal of problems solving.

As for the educational environment, emphasis should be paid to the improvement of the external and internal cultural environments [9,10]. The sports reserve talents should strictly adhere to the system of ascending and descending the banner and the solemn flag-raising ceremony ought to be held on every Monday, important festivals and memorial days. A series of channels such as the school radios, TVs and cultural corridors, along with pictorial posters of Olympic champions and famous persons, the light boxes and placards were utilized to show related spiritual elements of time and humanity. The efforts should be made for improving the aesthetic appreciation of the reserve talents so that they would be determined to boycott the social and cultural products involving the violence, pornography and decadence. Besides, we should strengthen the control over the public security environment and the regulation of internet to direct a courteous surfing so that they would be free from the harm of unhealthy websites, online games and mobile games.

As for the form of education, the main form of humanistic quality education was supported by the literary and training classes and the ability training of independent learning, training and competing. Therefore, the participants were required to have in-depth studies on the humanistic quality and put the humanistic spirits, emotions, attitudes and value into practice of the whole process. We combined the sense and sentimentality together in the education so that the talents could be fully influenced by humanistic spirits in the process of improving their professional skills and independent personalities.

C. Establishing the Content System of Humanistic Quality Education for competitive sports reserve talents

The content of humanistic quality education for sports reserve talents mainly referred to the strengthening and improvement of humanistic accomplishments while improving their competitiveness. They were taught about the ways of being a man and doing things as well as the appreciation of the

beauty. Besides, the ways of handling interpersonal relations and identifying the values were also taught to establish their spiritual realms [4]. That is to say, it's the process of struggling to be a useful person, winning the competition while maintaining the personal cultivation, seeking truth, kindness and beauty and having the courage to bring forth new ideas. Thus, there were three interactive sequences of education in the humanistic quality education of sports reserve talents: independence and self-discipline, affection and aesthetic appreciation, spirit and willpower (Fig.2). However, in order to achieve the targets of humanistic quality education, the content of humanistic quality education for the sports reserve talents ought to be well-aligned and integrated in a long-term process so as to bring a penetrable effect and avoid the random and the separate impact of the content. Therefore, on the basis of the target system, field research, expert interviews, physical and mental development regulation and feature of talent cultivation for the sports reserve talents, eight aspects of humanistic quality education for the sports reserve talents were determined under the framework of education sequence (Fig.3)

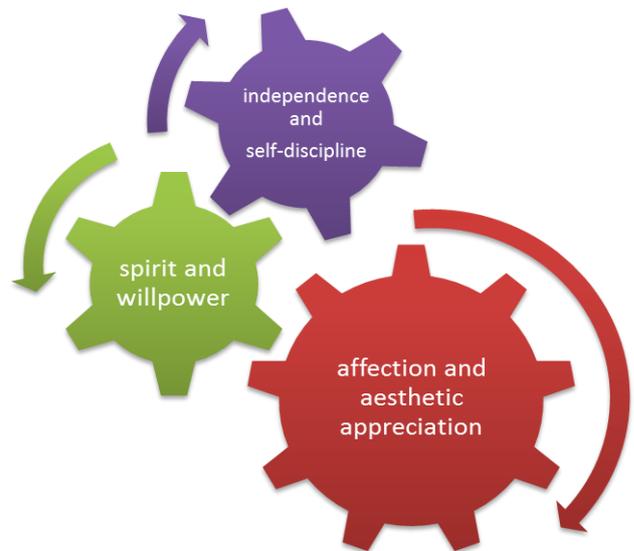


Fig. 2. The Humanistic Quality Education Sequence of the Sports Reserve Talents

independence and self-discipline	<ul style="list-style-type: none"> •Personality integrity education •mental health education
affection and aesthetic appreciation	<ul style="list-style-type: none"> •respect for Cooperative Education •traditional culture education •aesthetic quality education
spirit and willpower	<ul style="list-style-type: none"> •national spirit education •innovation consciousness education •philosophy concept education

Fig. 3. The Humanistic Quality Education Content System of the Sports Reserve Talents

III. SUMMARY

It's worth considering that the reserve talents were not only the sportsmen, they were also the young students in the crucial stage of physical and mental development. Without the vision of the long-term development and behavioral biases, the attention to the present interests alone would lead to a relatively short sporting life of young athletes who had excellent achievements in sports competition while having a lower humanities quality and culture knowledge. They couldn't become excellent athletes and top sports talents for the lack of good humanistic qualities and integrated personalities. In order to tackle this problem, the reserve athletes should not obtain excellent athletic performance at the expense of ideas, culture, psychology, ability and other quality education. The competitive sports cannot ignore that reserve talents are thoughtful, emotional, biological individuals and the competitive sports should be based on humans, with the purpose of the "all-round" development of the reserve talents and sticks to the humanistic quality education.

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