

Research on Cultural Education of Young Athletes in China

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Abstract. This paper uses the methods of literature review and logical analysis to study the current situation of cultural education of young athletes in our country. The research shows that the difficulties faced by young athletes in cultural education mainly include the “dereliction of duty” and “redundant intervene” of management departments, the double pressure on cultural learning time and space, and the lack of enthusiasm for “teaching” and “learning” in sports schools. However, the biased cultivation concept of “emphasizing training and neglecting culture”, the single culture and education system in sports schools, and the irrationality of the evaluation system in sports schools are the main factors leading to the above difficulties. The following things need attention: The schools should further deepen the reform of the cultural education system for young athletes, to construct a cultural education system with accurate positioning, taking learning as the main thing and training as the supplementation. Schools should establish the system and mechanism to promote learning through examination and to promote training through learning, so as to ensure the promotion of young athletes’ cultural education level in all aspects.

1. Introduction

On September 8, 2016, *The “13th Five-year Plan” for Youth Sports* (hereinafter referred to as “*The Plan*”) was released. *The Plan* summarizes the achievements made in the past youth sports work and puts forward the overall requirements, main tasks, safeguard measures as well as organization and implementation of youth sports development in the new era. It is one of the main tasks to further strengthen the cultural education of young athletes, which is highly valued by the state. How to strengthen young athletes’ cultural education, effectively solve the contradiction between learning and training, fundamentally break through the bottleneck of young athletes’ cultural education, improve the level of young athletes’ cultural education, and promote the significant improvement of young athletes’ cultural quality are the problems that need to be urgently solved at present.

2. Actual Dilemma of Athletes' Cultural Education

2.1 Management department’s “dereliction of duty” and “redundant intervene”

The phenomenon of sports and education separation does not take shape overnight, but has its profound and deep historical roots. In the process of the formation and development of sports schools in our country, the system of self-run cultural education in sports schools has gradually formed, and the department in charge of sports manages both the training and competition of young athletes as well as cultural education [1]. As the superior department in charge of sports schools, sports administrative departments need to match educational and teaching resources for sports schools and give professional guidance to the teaching of sports schools, thus forming the systematic problem. The business originally belonging to the education system is managed and executed by the sports system. In fact, as a closed system, sports schools do not necessarily enjoy high-quality educational and teaching resources like education departments. Sports administrative departments as competent departments also do not have the ability to provide strong cultural and educational guidance to sports schools. As a result, sports schools’ cultural education has also fallen into the situation of “carrying out their idea irrespective of external circumstances”.

Under the dislocated cultural and educational system, the sports system and the educational system are in a state of isolated from each other, which lack inter-department communication and resource sharing. The sports system lacks professionalism in cultural education management as well as rich cultural education and teaching resources. The sports department should not only ensure athletes' training and competition tasks, but also undertake athletes' cultural education. As is controlled exclusively and operated independently, the cultural education cannot have good development. Under this single and closed education mode with the final goal of sports results, athletes cannot enjoy rich cultural and teaching resources. Since athletes' cultural and educational resources are converted into physical education resources, the structure of athletes' educational knowledge is not balanced. The educational fairness is difficult to realize, and the cultural education of young athletes is seriously affected.

2.2 Double pressure on cultural learning time and space.

The youth is the most vigorous period in life and the key period to lay the foundation for future development. Teenagers in this period have quick wits, strong curiosity, strong thirst for knowledge and abundant physical strength, which is a good opportunity to learn knowledge, carry out social practice and form learning ability [2]. Teenagers in most countries all around the world receive education in schools to lay the foundation for future development. Young athletes are a special group. They should not only take cultural courses to reach the level of nine-year compulsory education, but also take part in amateur sports training to reach a certain level of sports training. With two tasks, often under the premise of limited time and energy, it is difficult to deal with the relationship between cultural education and training, so that the conflicts between learning and training often occur.

For a long time, the primary sports schools in our country have remained in the stage of experience-based and extensive training. There are many problems such as excessive training load, single training methods and so on. In order to obtain the results of sports competitions, they do not hesitate to devote a lot of time and energy to the training and competition of young athletes, and continuously reduce the cultural learning time of young athletes, resulting in extremely uneven time for training and cultural learning of athletes, and athletes' cultural learning is at a relatively low level for a long time.

In addition, training, competition and the transmission of outstanding athletes to the higher department determine that the mobility of young athletes is relatively large, while the systematic and continuous cultural knowledge determines that young athletes need a stable learning environment. In reality, the order and continuity of cultural learning are often disturbed and interrupted by training and competitions [3,4]. It is difficult for young athletes to obtain a good cultural learning environment. The prime time for young athletes to learn culture is delayed by training and competition. They lack cultural learning for a long time, causing irreparable losses. The misconception of "emphasizing training but neglecting culture" finally intensifies the conflict between "learning and training". When the time and space for cultural learning are occupied and there is no time for athletes to care about cultural learning, it is inevitable that athletes' own cultural quality is low.

2.3 Subjects of "teaching" and "learning" in sports schools lacking enthusiasm.

Both culture teachers and young athletes in sports schools lack the subjective initiative of "teaching" and "learning" in cultural education, which is one of the cultural and educational dilemmas that need to be solved through urgently. At present, the two subjects of "teaching" and "learning" are lack of enthusiasm and initiative in the cultural education of young athletes in our country. The teaching methods of sports schools are lagging behind and the teaching effect is not significant. As the subject of teaching, cultural teachers inevitably show laziness in the extreme environment lacking of educational resources and emphasizing training but neglecting teaching. It is mainly shown in the following aspects.

First, the evaluation standard system of sports schools is mainly based on athletic performance. The cultural performance of young athletes has not been incorporated into the performance evaluation by cultural teachers. The teaching quality of cultural teachers is neglected by the schools, and the schools lack clear rewards and punishments mechanisms. This has greatly affected the work enthusiasm of cultural teachers in sports schools, made them lack a sense of accomplishment and even caused job burnout.

Second, compared with coaches, culture teachers in sports schools lack the right of speech. In the teaching process, culture teachers do not have the power and effectiveness to manage and constrain, which seriously restricts the enthusiasm of teaching subjects.

The main body of learning in the teaching process of sports schools is young athletes. Due to the poor cultural foundation, the influence of the environment “emphasizing training but neglecting teaching” in sports schools and the unreasonable setting of cultural courses, the teachers of cultural courses in sports schools lack the enthusiasm and sense of accomplishment in their work. The poor guidance of teachers leads to the loss of athletes’ learning initiative and even the gradual occurrence of learning-weariness behaviors, leaving hidden dangers for the future development of athletes themselves.

3. Root of Athletes' Insufficient Cultural Education

3.1 Biased cultivation concept of “emphasizing training and neglecting culture”

The combination of sports and education is an effective way to cultivate competitive sports reserve talents for sustainable development. The experience of cultivating athletes in developed countries of competitive sports also proves this. However, the long-held instrumental thinking in our country, such as “gold medal first” and the practice of showing everything through training results, has destroyed the humanistic spirit of sports to a great extent. Athletes are driven by gold medals and sports are not truly integrated into the mainstream values of society. In terms of the training concept, young athletes have become tools for training and winning money in competitions, and even become benchmarks for coaches and sports schools to become famous. This biased talent training concept has led to the belief in the idea and practice of “emphasizing training and neglecting culture” in the actual training process, from managers of sports administrative departments, managers of sports schools, coaches to young athletes themselves. This kind of habitual thinking, which violates the laws of education and the physical and mental development of young people, infringes on people's correct cognition of amateur sports training and has great negative impacts on the healthy growth of young athletes.

Sports schools focus on training and competition. The reliable goal pursued by coaches is the results of athletes' competitions [5,6]. It is certain that athletes are also chasing their own results. This kind of thinking is common in the environment of sports schools, making the status where cultural education and culture teachers in sports schools are insignificant. When instrumental rational thinking prevails over value rational thinking, abandoning the cultivation concept of people-oriented and all-round development will cause a series of contradictions and aggravate the conflict between cultural learning and training.

3.2 Single cultural and educational system of sports schools

The design of endurance exercise enables students to feel the physiological changes of the body, experience the “peak” and “second wind”. PE teachers should consciously guide students to improve their kinesthesis, sense of equilibrium and organic sensation, feel the generation and elimination of fatigue, experience relaxation and energy after sports, so that students can truly perceive the existence of life. The content of muscle-building and body-shaping exercise is designed to guide students to dig out the content of life vitality in the process of sports so as to make them understand the form and connotation of vigorous life vitality. The sports skills taught to students are also survival and life-saving skills, such as swimming, martial arts, long distance running, climbing and so on, which plays an important role in protecting life. Through the design and implementation of the content of physical education, students can form positive, appreciative, affirmative, receptive, respectful, and life-loving positive life attitude that are optimistic, and tolerant in the practice of physical education.

For a long time, sports schools have been in a closed system. The goal is to pursue training results and to cultivate athletes. Although the goal of personnel training is clear, the operation method and method are too simple, and they are separated from the education system. The athletes' cultural education system appears to be single; the educational and teaching resources are scarce; the teaching methods are outdated, and the educational and teaching standards are relatively low. This single educational model pays too much attention

to the development of athletes' skills and ignores the cultivation of athletes' intelligence and emotion, thus cultivating athletes into people who only focus on training.

The combination of competition and education is the ideal state for young athletes who are in the critical period of growth. However, this is not the case in reality. For athletes, both learning and training should be taken into consideration in the youth stage, which is also a stage of diverse interest. However, a single cultural and educational system cannot meet their learning needs at all. Furthermore, the research of multiple intelligence theory finds that young athletes, as a special group, have special cognitive rules and characteristics, and their learning methods are also different from those of ordinary primary and secondary school students [7]. This requires targeted teaching of young athletes, trying to improve the interest and enthusiasm of young athletes in cultural learning. Teaching should be in line with the formation and development of young athletes' cognition and the actual learning situation, so as to achieve the targeted goal. However, the single cultural education system and the lack of high-quality educational and teaching resources in sports schools cannot meet their needs for cultural learning, and teachers have not taught students according to the cognitive rules. Sports schools are still in the traditional stage of education and teaching. Boring classes and single teaching methods have ruined students' interest in learning and caused them to gradually move away from cultural learning.

3.3 Unreasonable evaluation system in sports school

The evaluation system of sports schools relies on training results. Its evaluation system does not pay enough attention to athletes' cultural education. Many local sports administrative departments regard the performance of sports schools as the core index of performance evaluation in the process of evaluating sports schools. The evaluation system, which relies on training results, pays more attention to the achievements of coaches and ignores the performance of culture teachers. The result of competition is the only evaluation index for young athletes, and the result of cultural courses in the evaluation system is never included. However, the evaluation standard for common teachers is the amount of teaching hours. The current evaluation system and standards of sports schools run counter to the main tasks of sports schools.

On the whole, the evaluation standard of sports schools is basically guided by the competition results. For teachers of general knowledge courses, this evaluation system does not stimulate their work enthusiasm, but continuously crack down on the work enthusiasm and subjective initiative of culture class teachers. Under the effect of this evaluation system, sports schools will naturally neglect the study of cultural courses, devote a lot of time and energy to training and competitions, and even give up the study of cultural courses in order to train and compete. In the long run, the loss outweighs the gain.

4. Path Breaking Through the Dilemma of Young Athletes' Cultural Education

4.1 Promoting the reform of cultural and educational system in sports schools

To deal with the dilemma of young athletes' cultural education, we have to return to the system. With the development of social economy, especially after our country's transition from the planned economy to the socialist market economy, the policy of providing athletes with jobs has gradually abandoned. Therefore, athletes can only find their own way out after finishing their sports career. The drawbacks of the sports administrative department's arranging athletes' cultural education and sports training have also begun to stand out. Athletes need to compete fairly with others in society after retirement, but they are in an unfair situation at the stage of receiving cultural education. This kind of educational unfairness caused by the system has brought many negative impacts on the development of students in sports schools.

In order to improve the cultural and educational level of young athletes, government departments need to formulate a framework for cooperation between the sports system and the education system in the top-level design, so that the cultural and educational aspects of the sports system can return to the education system and eliminate the dereliction of duty" and "redundant intervene caused by the system design. At the same time, the education administrative department gives full play to its role and function, guides the construction of teachers in sports schools, takes the initiative to take on the training business of improving the professional quality and ability of the teaching staff of cultural courses, integrates the improvement of the level and quality

of cultural education in sports schools into the education work plan, and pays attention to the development of cultural education in sports schools in terms of system design. To deepen the reform of young athletes' cultural and educational system, schools need to break down the barriers of the sports system and educational system, establish a coordination mechanism between the two, connect with the education and teaching of ordinary primary and secondary schools horizontally, and integrate with the junior and senior high schools and higher education vertically.

4.2 Establishing the mechanism to promote learning through examinations

As for the problem of “the conflicts between learning and training” for young athletes, schools must start from the system, establish a mechanism of promoting learning through examination and promoting reform through examination, and force all subjects in sports schools to attach importance to the study of cultural courses through examination. Schools should also establish the entrance examination system to raise the entrance requirements. Those who fail to meet the standards in cultural courses will not be admitted, thus preventing mixed situations, destroying the learning atmosphere and disrupting the teaching order [8]. Taking cultural education as an “entry” for athletes to participate in training and competitions, implementing vice premier Liu Yandong's proposal to test athletes' cultural courses in all levels of national sports competitions. Those who fail to pass the competition will not be allowed to participate in the competition. The whole country will gradually implement the addition of cultural courses in championship competitions in the next three years. As for the situation of “emphasizing training and neglecting culture”, the strict implementation of the pre-competition cultural class examination will not allow those who fail to pass the examination to take part in the competition. Through the pre-competition cultural examination mechanism, cultural learning and competition results will be integrated to enhance the importance of cultural learning. As for the cultural examination before the competition, it is not a mere formality. It is necessary to establish a monitoring mechanism to ensure its implementation. In the supervision and implementation of the examination-based learning promotion mechanism, various administrative departments should jointly supervise the implementation.

In the process of training young athletes, they should be divided in time through examinations. According to cultural examinations and competition results, athletes should be given personalized teaching and career planning so that they can receive cultural quality education and vocational education in time and avoid missing the best learning stage.

4.3 Establishing perfect cultural and educational system

A sound athlete culture and education system should maintain continuity and smoothness in the path for athletes to enter a higher school. In the horizontal aspect, its education system should be diversified, breaking the closed and single nature of running sports schools, improving the cultural and educational level of sports schools, and training both sports and cultural athletes with all-round development. There are some problems in sports school students' learning, such as lack of continuity and systematicness. Athletes may not be able to catch up with others in cultural education. For this phenomenon, coaches and teachers should focus on the cultural education system at different training levels. Each coach and teacher should strengthen the communication and cooperation. Cultural class learning files can be made for sports school students, to track the students' cultural learning situation in detail, and timely intervene and adjust according to the athletes' learning level and progress, so as to ensure that students' cultural learning meets the basic requirements.

At the same time, attention should be paid to the employment prospects of athletes after retirement, and targeted and selective vocational skills education should be strengthened to improve their social viability. Moreover, the high elimination rate is a special phenomenon in competitive sports. Therefore, sports schools must timely divert students in the process of training students. Athletes who have been diverted must meet their learning needs and improve their overall quality through the construction of a diversified cultural education system. To construct a diversified cultural education system so that athletes can receive systematic cultural education and vocational education in time when receiving special training in competitive sports, to establish an overpass for training talents with smooth import and export and diversified ways of becoming talents, to introduce policies to ensure athletes' further studies, management of school status and transfer,

resettlement and employment after retirement, etc., to encourage athletes to study and train at ease and to avoid their sense of instability after leaving sports schools.

5. Conclusion

Competitive sports talents are the core of competitive sports development, the most dynamic factor among the factors of competitive sports development, and the most fundamental guarantee for the prosperity of competitive sports. Therefore, cultivating athletes with sustainable development is the key to solve the problem of sustainable development of competitive sports. The cultivation of young athletes as reserve talents in competitive sports should pay more attention to this key link, strengthen the cultural education of young athletes, improve the overall quality of athletes, and lay a solid foundation for the sustainable development of young athletes. Due to the conflicts between cultural education and training for a long time, the cultural education situation of students in sports schools is worrying and they are faced with many difficulties. If the schools want to break through these difficulties, the sports department should set up the concept of cooperative governance. From top to bottom, schools need to learn and train. They should start from many aspects such as ideology, system, education and teaching to improve the cultural and educational level of students in sports schools and the overall quality of young athletes.

6. References

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