

Internal Logic and Implementation Strategy of the Fusion of School Physical Education and Life Education

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Objectives: The integration of life education into school physical education is the intrinsic demand of sports to return to the essence of life. To construct the theory of school physical education with life education as the core to provide scientific basis and theoretical basis for the reform and development of school physical education. **Methods:** Based on the lack of life education in school physical education in China, this paper analyzes the internal logic and fusion strategy of school physical education and life education by using the methods of literature, investigation and logical analysis. **Results:** It is concluded that the relationship between school physical education and life education is complementary to each other, and life education must be regarded as the new mission and value orientation of school physical education. However, contemporary school education is far away from the near end of life and regards physical education as a minor subject, which cuts off the foundation of the sustainable development of human life and education, resulting in the disregard of the life meaning of students in school physical education and the lack of life education in school physical education. In the future, the reform of school physical education should be guided by life education, and life education should be regarded as the foundation of foothold, the pursuit of value and the orientation of reform of school physical education. **Conclusion:** In school physical education in the process of the implementation of life education, through the establishment of sports life education idea, the content of life education innovation, improvement and innovation of sports education methods, build the new teaching model of "integration of sports and life", and so on, so that the students through sports activities to realize the value of life to cherish life, respect the natural life to love life, enjoy the process of life and transcend life.

Key words: life education; school physical education; physical education reform; internal logic; fusion strategy; value orientation

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INTRODUCTION

Life education is an education that enables people to face up to life and the problems of life and death. Through life education, it guides people to learn how to care about life, understand the meaning of life itself and the relationship between life and the world, learn to find a positive way of living, live a healthy life physically and mentally and develop independently. And make people through mutual care for life, gratitude and sharing, and get their own spiritual detachment, thanksgiving life, to realize self-worth.¹

As a focus on human life development and value sublimation, life education has become a hot issue in the world. With the continuous development of China's education towards the direction of "people-oriented" and "humanistic care", caring for life has become the value orientation of China's current school education. Physical education and life education have internal consistency no matter from the nature, function and goal, physical education is an important way of life education, life education is an important content of physical education. Sports cannot be replaced for people to understand life, care for themselves, transcend themselves and improve the quality of life, and it is of great significance to promote people's overall life growth.²

How school physical education in China will develop in the new era when China is passing from a sport-popular power into a sport-strong power is no longer simply a question of method and means based on scientificity, but more importantly an issue of direction and rout with regard to sociology. As a result, deep reflection and diligent exploration on the orientation of school physical education in China in the new era has been triggered. "Physical and mental health, strong will, and full vitality of teenagers is a reflection of the vibrant vitality of a nation, the sign marking social civilization and progress, as well as a critical aspect showing the comprehensive strength." ("Opinions of CPC Central Committee and State Council on Strengthening Physical Education for Teenagers and Increasing Physical Quality of Teenagers"). Studies on the life - oriented reform of school

physical education in the new era, can not only provide direct instruction to deepening reform of school educations, but will also exert direct positive influence on the sustainable development of social sports and athletic sports in China.

METHODS

In this paper, the comprehensive use of literature, survey and interview method, empirical analysis and comparative analysis, so that this research in the discussion from theory to practice, from standard to positive, from qualitative to quantitative organically combined.

Literature Method

This paper makes a theoretical review of the relevant results of this study by using the method of literature, focusing on students' problems, life education, physical education function and school physical education. Starting from the educational concept of life education, the author explores the meeting point of life education and physical education, closely following the main line of the research of solving the problems of school physical education reform with life education theory and solving the problems of students.

Investigation and Interview Method

By selecting some universities, middle schools and elementary schools in China as the investigation samples, and using the method of combining field investigation and case interview, this paper investigates the problems of students, the implementation of life education and the reform orientation of school physical education, and describes the current situation of the implementation of life education in school physical education. According to the research purpose, this paper puts forward the contribution of school physical education to the development of students and the lack of functions to conduct in-depth communication, and then find out the causes of some problems of students.

Empirical Analysis

Through the research of literature and current situation, this paper tries to find the correlation between school physical education and life education, so as to provide first-hand materials for the reform orientation of school physical education in the new era and provide realistic

basis for the final solution of students' problems. And from the perspective of life education, student development and school physical education reform, the paper puts forward the path and strategy of school physical education reform in line with the characteristics of the new era.

Comparative Analysis

By comparing the relevant experience of life education and youth sports development abroad, according to the actual situation of the school and combining with students' different understanding of life emotion, life value and meaning, we can choose specific, operational and flexible life education methods.

RESULTS

This part examines the value and significance of school physical education integrating life education and the lack of life education in school physical education, and focuses on the analysis of the internal logic between life education and school physical education. The results are as follows.

Value and Significance of the Fusion of School Physical Education and Life Education

Recognize the value of life: cherish life

The education of students in school physical education is not simply centered on the teaching of sports technology, but should be carried out in a deeper level of education dissemination, that is, to let students realize the value of life. We usually say the most is the value of life and cherish life, this concept in the school physical education needs to carry out a deeper level of communication, to let more students realize the importance of life, so as to more cherish life, this is one of the important significance of school physical education integration life education.

Respect the nature of life: love life

Life comes from nature, so we should be kind to natural life. As mentioned above, the significance of life education in school physical education is to let students realize the value of life, so as to cherish and protect life, but we should also respect life. Respect for life is the premise for us to win respect from others, as well as the

starting point for the harmony and unity between life and nature. Let students fully realize this point in school physical education, students' awareness of life can be continuously improved, at the same time can let students actively participate in activities to protect life, which is another important significance in the process of school physical education.

Enjoy the process of life: transcend life

The highest state of life education is not to be satisfied with the status quo, but to enjoy the process of life and be able to transcend it. Let students fully understand this, their life can be more challenging and colorful, they can understand the rules of life and improve the quality of life. Therefore, it is necessary for students to realize in physical education practice that life can constantly transcend and challenge, and continuously enjoy the process of life, so that the value of life can be maximized and the meaning of life can be fully reflected. This is also a reflection of the value of school physical education in the process of integrating life education.

Review on the Lack of Life Education in School Physical Education

Status quo of the importance of school physical education

Human beings are a concrete and complete life existence composed of three forms, i.e. natural life, spiritual life, and social life.³ Education activity absolutely should not ignore the development of natural physiological life of human beings.⁴ In actual education, it seems that spiritual life and social life have received much more attention for development, while development of natural physical life has been given sufficient concern, and even has been ignored as an existence. For survival, human beings should pursue loftiness and perfection, but it should not be understood as an achievement going against secular material living or based on sacrifice of natural life.⁵ Natural life of human being surely cannot deviate from physical education. Physical education comes into being for the need of human life, and physical education, as a life activity unique to human beings in the school is an education activity

provided for improvement of human life quality and creation of human life values.⁶

Regarding the importance of physical education, there have been many studies by great men in China and other nations since the ancient times. John Locke, British philosopher and educator in 17th century, divided education into three parts for the first time ever, physical education, moral education, and intelligence education, and believed physical education to be the foundation for every other types of education. In his master work “Some Thoughts Concerning Education”, he proposed that “perfect mental state is built upon physical health”. Cai Yuanpei, a renowned educator in modern China, pointed out that only with healthy physique can one have a sound state of mentality, and physical health is an education form contributing to forming of perfect personality. He believed a perfect personality could be made only through physical education, intelligence education, moral education and art education, and “a child may have a complete personality only by receiving these four type of educations none of which should be overlooked.” Mao Zedong put in his thesis “A Study on Physical Education” published in the journal of “LA JEUNESSE” that “physical education is actually the first important for us”, “physical body bears knowledge and morality”, and “morality and intelligence both depend on the physical body, so without the physical body, morality and intelligence will not exist.” Zhang Boquan once said, “Education is not complete if lack of physical education. I personally believe that physical education is the most important. One who knows nothing about physical education should not be the school master. The spirit of the U.K. and the U.S.A. is actually the spirit of sportsmanship, and so is that of their democracy and politics. After experiencing the competition, teamwork and cooperation in the sport programs, it would be much easier for carrying out democratic politics.” In the words of these great men, it does not seem difficult to understand the importance of physical education. Theoretically, physical education in the school should be placed on the same level of importance as moral education and intelligence education. However, physical education in reality has been reduced to training in “three minor sport programs”,

indicating a major contrast between the practice and the theory.

Lack of life education in school physical education

Contemporary school education goes in a direction away from the proximity of life, treats physical education as a subsidiary subject and physical exercise as something that may or may not be needed, and severing the foundation for sustainable development of human life and education. Therefore, school physical education in reality is not optimistic and worrisome, with many factors hindering the roles of school physical education from being played in promoting construction of “complete personality” of teenagers, and students’ physical quality continuously decreasing due to weakening of physical education. In various level of schools, there have been students falling in faint or dying suddenly as a result of physique problems, and there have been quantities of “feeble” students who lack the quality for hard work and the will against hardships, which has pulled the alarm for the society and impressing the world with many lessons to learn. These are not groundless and made-up possibilities, and can be found from time to time in the news reports.

For example, on December 24th 2010, an eight-year-old student Yinyin (pseudonym) from Chongqing Road No.2 Primary School suddenly fainted down onto the plastic runway when doing the warm-up jogging during the PE class; the PE teacher immediately run up to rescue by pinching on her piltrum and hukou of Yinyin, the part between the thumb and the index finger. After that, Yinyin, who came to herself for a while saying she felt extremely sick and vomitting, closed her eyes and never opened them again.⁷ On November 5th 2012, a student of No. 5 Middle School of Lichuan City suddenly fell into a coma while jogging in the warm-up exercise of physical education class, and finally died due to rescue efforts.⁸ On October 9th 2014, a student surnamed Zhang from the School of International Education of Jiangxi Normal University, collapsed and died suddenly while taking a physical fitness test of 1000 meters in the physical education class.⁹ On October 26th 2016, a fifth-grade student surnamed Chen from

Yangming School in Nanchang died while jumping rope in the school's physical education class.¹⁰ On May 2nd 2018, a student at Tianjin University collapsed while taking a physical fitness test on campus and died after being rushed to hospital.¹¹ On October 27th 2019, a freshman at Xuzhou Medical University in Jiangsu province died suddenly during a physical fitness test at a distance of 1,000 meters.¹² There are numerous reports of such kinds, and herein the paper will not go over the details again.

Influencing factors of school physical education lack of life education

Though there are many reasons accounting for the drop of students' physical quality, such as the country's test system, parents' view on being successful, students' bad life habit, and influence of the social opinion of utilization, etc., school physical education should not stand aside watching, and is absolutely to be blamed, and should bear the main responsibility for it. Nonetheless, the essential purpose of school physical education should not be simply limited to strengthening of physical quality. Many life-meaning-overlooking phenomena happening among primary and middle school students, such as suicide, drug-taking, violence, etc., have revealed their serious problems existing in psychological quality and adaptability for internal and external environment, etc. If school physical education may carry out scientific measurement on these two aspects, find out the problems without delay, and provide effective instructions, it would be of great significance to improvement of the students overall qualities. Only in this way will the physical quality accord with the life of the complete sense.¹³

In recent years, with the continuous development of physical education, the integration and innovation of school physical education and life education has gradually attracted attention and achieved a certain development. However, in the process of development, many problems have been exposed, which have to attract our attention. These problems are mainly manifested in the following aspects: Firstly, the relevant departments lack of attention to life education, physical education teachers pay insufficient attention to life

education. Secondly, school education puts entering a higher education in the first place while neglecting the improvement of students' physical quality. Thirdly, the physical education funds are insufficient and the supporting facilities for carrying out life education are not perfect. Fourthly, the implementation of the concept of life education in physical education is insufficient, and students' personality development and humanistic care are ignored. Fifthly, traditional school physical education attaches great importance to the utilitarian nature of physical education and the transmission of various physical skills, but ignores the important role of physical education for the healthy development of life individuals. In a word, because schools despise school physical education and ignore its life characteristics, students' life creativity has been strangled to a large extent, and the care and respect for life have not been fully displayed.

Internal Logic of the Fusion of School Physical Education and Life Education

Life education is the fundamental principle for school physical education

Ever since school physical education came into being, life education has been the most important content of school physical education, and overall development of life has all along been one of the values pursued by school physical education. Appearance of "Xiang" and "Xu" in the Zhou Dynasty started the journey of school education in China. Until West Zhou Dynasty, relatively complete education system was established, with "Six Arts" (Rituals, Music, Archery, Horsemanship, Calligraphy, and Arithmetics) as the main content of education, of which archery, horsemanship and music were the content of physical education for schools at that time, making half of the whole education content.¹⁴ Confucius, as representative of Confucianism, followed the education concept of West Zhou Dynasty, and thus made such records as "Confucius performed the rites of archery in the Palace of Sacrifice, with many onlookers forming up a human wall" (The Book of Rites, The Rites of Achery), "A man of virtue has nothing to contend for; if there is one such thing, isn't it archery race? Though the two race participants

need to go through ritual procedures before and after the race, both still come back to drink happily. Such is the competition between men of virtue. (Analects of Confucius, On Eight Rows of Pantomimes)” Xuncius proposed that: “When music is learned, ones’ aspiration will be high and pure; when rites are followed, people will establish a sense of morality. Therefore, nothing is better than the role of music if we want to benefit people’s intelligence, calm down people’s moods, change people’s customs, and the whole country to be peaceful and tranquil (Analects of Xuncius, On Music) .” Taoism represented by Laozi and Zhuangzi advocated a high vision above human world and the kind of leisure mind without neglecting how things naturally work. Hence, according to the Collection of Histories---Biographies of Laozi and Han Fei, “Therefore, Laozi lived over one hundred and sixty years, all because he follows the natural rules and careful to longevity.” These sages and men of virtue pointed out the essential meaning, functions and values of physical education, laying a foundation for development of school physical education in the life-caring orientation.

Aristotle in the ancient Greece put it explicitly to achieve harmonious development of human being through combination of physical education, moral education, and intelligence education. Johann Heinrich Pestalozzi (1746-1872), educator of Switzerland in the eighteenth century, definitely proposed that education should fully develop student’s labor ability so as to achieve sufficient development of their physical and mental power. Utopian socialists raised many education requirements regarding intelligence education, moral education, physical education and labor education, etc., for overall development of physical and intellectual power, and Robert Owen (May 14th 1771 – November 17th 1858) put these ideas into practice. While Karl Heinrich Marx (May 5th 1818- March 14th 1883) and Friedrich Von Engels (November 28th 1820 – August 5th 1895) inherited and developed the thoughts of the predecessors, and put forward a theory for overall development of human being, believing that “man’s overall development” includes two connotations: when man is looked as a productive element, “man’s overall development” refers to both “unified

development of physical and intelligent power of individuals” and sufficient free development of physical and intellectual power of individuals; when man’s looked as the sum of social relations, “man’s overall development” means normal development of individuals in terms of thought quality and mental status.¹⁵ Hence, it’s not difficult to find many Western educators and thoughts and concepts on education reflect pronounced understanding on life education, and radiate the importance of roles and functions that physical education play in life education.

Evolution practice of mankind itself also proves that the quality and value of man’s life and existence rests with the quality and value of the physical life, spiritual life and value life of individuals and human race as a whole, and the physical life is top priority of all. Physical fitness is the foundation for development of life, and natural life is the basis on which human race maintains the continuation of life and generations. Without the physical body, anything else becomes groundless like water without a source and a tree without roots. If we want to improve the quality of whole human race, we need to depend on physical education, and if we want to realize development of physical education, we must count on school physical education, in that school physical education plays a very critical role in promoting transcendence of human life, improving man’s spiritual life, realizing man’s life value, questing for man’s life value, and creating of man’s life glories, etc. However, it’s regrettable that this point has been overlooked by school physical education of contemporary times. The physical education without caring for life is incomplete and lifeless and even abnormal. Physical education is wonderful because there is life, and life becomes the basis for quality of life because of physical education. Undoubtedly, improvement of life quality is the essential purpose of development of school physical education. Therefore, it will be the ultimate development goal of school physical education for now and the future, and also the foundation for sustainable development of school physical education, to strengthen the scientific role of school physical education and seek for scientific rules of human physical health in the light of the responsibility to achieve perfection and

development for life and in the purpose to improve life quality and create life value.¹⁶

Life education is the value pursued by school physical education.

The living body is the most amazing and precious thing of a human life. It is irreplaceable and irreversible, and is the precondition for human being to create and practice on every value. The whole course of a human life is composed of every single life activity, and the meaning, value and quality of every single life activity in turn determines the meaning, value and quality of the whole course of a human life. Education is a process to show loving care for every signal life activity, and the course of learning is a process of enjoying the life. Such loving care is a unification of social value, individual value, and education development value in the practice of "life activities", and a perfect shaping of physical health, psychological (mental) health, and social adaptability of the students by the individual or as a whole in the "life activities". During such educational practice, life value of the students is elevated, and their life quality is improved. Life education aims to focus on development of life and going further beyond its intended values, and ever since it was put forward in 1968, it has become a hot topic with wide attention from across the world. Xiao Jing, who is dedicated to life education, believes that life is the core of life education, and that life education is composite of education activities for improving life quality and realizing life values that advocate understanding, cherishing, respecting, loving, enjoying, and upgrading life. Thus, to make teenagers understand life and cherish life becomes the top priority of life education. What life education emphasizes is self-motivated development of spiritual life based on value orientation, concern on transition of spiritual energies during interpersonal communications in the course of education, and the attention on the self-started and voluntary input and cooperation by the subject of life on account of the assurance mechanism.¹⁷ As such, life education should become an important education concept pointing to ultimate concern on human beings, and should be a human-oriented education providing multi-layered and overall care for human life.

With the rapid development of China's economic and social, part of young people pursuit of lost, the decline of social moral, physical and mental development of the chancellor, limited the years wasted, physical decline year by year, and values distorted, severe mental disorders, safety consciousness weak, the will of the spirit is weak, disregard for life and trample, combined with insults, destroy the natural environment, such as waste, killing the illegal crime is increasingly serious. In the face of many social problems exposed by teenagers and the consequences of the lack of life education, we have to draw the attention of people from all walks of life and review the development orientation of education reform. If school education attaches great importance to the youth's examination results, only practice "exam-oriented education" road, ignore students' spirit (psychology) education and value education, so the student is at best a good at the test machine, the school is a continuous production machine "factory". Call life education, return to the essence of life, is the premise of all education, is the highest pursuit of education, it is the inevitable choice of education development of the school.

The value of physical education lies in driving continuous evolution of natural life of mankind, and exploring the principles of physical education and the future of mankind.¹⁸ Some scholars hold, from the perspective of medicine and sociology, that "physical exercise is the releaser of the energies internally accumulated in human body, and helps prevent various kinds of modern diseases", that "physical exercise is a monitor on psychological illness for people of modern society, and plays a crucial role for developing, improving and adjusting psychological state of modern people," and that "physical exercise is the regulator of modern life style and the most positive, most effective, and cheapest means to improve life style and cure sub-healthy conditions", and propose establishment of favorable concept regarding health, environment, nutrition, life, and physical exercise, and other aspects related to life and existence of human beings.¹⁹ Physical exercise can keep excellent genes of sport and thinking for human being, and avoid heredity of exercise sluggishness and

conventional thinking. As one of the direct ways of expression of human body, physical exercise keeps and develops positive characters of the state of life and existence such as physical character, health, physical quality, physical agility, mental and psychological states, etc.

In terms of the value of life education and physical education, future development, value pursuance and final purpose of school physical education will inevitably conform to that of physical education, and school physical education should also have life education as its ultimate pursuit. “Life lies in physical exercise”, and “physical education is the first contributor to constructing of complete personality” No matter whether it’s in terms of characters, function or roles, physical education and life education share inherent consistency with each other: physical education is a vital approach of life education, while life education is a very crucial part of physical education. The significance of physical education for strengthening physical quality of teenagers, for national thriving, and state prosperity is self-evident. Especially, it’s irreplaceable when coming to body-building, cultivation of moral sense, shaping of characters, promotion of traditions, and edification of wisdom, etc. It has become a hot topic now to “bring life back to physical education” and carry out speculations on physical education from the perspective of life, which, as a phenomenon, is based on the reflection and criticism on the violence and negligence over life in traditional physical education, a reasonable speculation on the relationship between life and physical education, and also a call for physical education to regain the original essence of education. It should be the responsibility and obligation of school physical education to follow the life-orientation, face life directly, lovingly care about life, enable life to glow with vitality and to thrive in vigor. Life education, as the orientation for development of school physical education in China in the new era, is a result of the reflection on developing school physical education when China is rising as a physical education power and on the environment of “examination-oriented education”, and a choice to follow the trend of the times across the world to regain the essence of education and the essence of physical

education. The value of life is the basic value of education, and education bears the significance to improve man’s life value and create man’s spiritual life.²⁰ Life value is also the basic value of physical education, and physical education is functional in improving man’s life quality and outstands the meaning of man’s life. Therefore, to guide teenagers to cherish their own life and live a better life, should be a major concern of education and physical education in the new era, and should be the due essence of education and physical education. Teenagers mainly receive their physical education in schools, where school physical education combines dual character of education and physical education. Be it from the angle of education, or the perspective of physical education, school physical education must follow the orientation of life education, and reveal the significance of physical education in the positive exploration of life, discover the excitement of physical education in the active probe into life, and realize the value of physical education through positive life practice.

Life education is the trend of reform for school physical education.

Entering the 21st century, life education has been put on the agenda, which indicates the attention on the education essence. As an innovative educational concept, life education is not only an important achievement of the development of modern education that carries an irreplaceable modern social value, but it will also be extremely meaningful as a guide for development of education in the future. The core of school education is to cultivate normal and complete personality, which lays its foundation on healthy physical quality. Due to lack of the concept of life education, such problems as death at an early age and poor method of health-preserving at an old age are very serious. Therefore, life education must begin from small children, and must be carried out through the whole course of education throughout the nation, in every phase of various kinds of educations, without any delay. While for life education, school physical education is especially critical. In order to be life-oriented, school physical education must coordinate and integrate all sorts of education resources to enhance integral development of life, respect life and the

uniqueness and otherness of its development process, and must establish favorable interpersonal relationship and atmosphere, especially a cooperative, democratic and harmonious teacher-student relationship. Also, in order to make life-orientation possible for school physical education, all members of the school should participate and experience throughout the course, and life education should be taken into account for every way possible, and should be examined upon from every aspect, thus creating a general environment full of vitality for implementing life-oriented physical education in the school.

As an educational concept that provides guidance for all periods of life, the lifelong life education puts forward reform requirements for both modern schools and traditional educational systems, and shows a clear direction for value orientation for school physical education in the new era. School physical education not only teaches teenagers to strengthen and cherish life, it also enlightens teenagers to fully understand the meaning of life and create the value of life in a progressive mode; school physical education not only tells teenagers to care about their own life, it also advocates to help teenagers to care, respect and love the life of other people; school physical education is not only a kind of life education benefiting mankind, it should also encourage teenagers to understand the importance of coexisting in harmony with other life beings under the same sky; and school physical education should not only care about enjoyment of the life today, but it should also pay attention to the development of life in the future.

Therefore, the life development of school physical education should follow the order from point to surface, from surface to inside, from shallow to deep. From focusing on the life of individuals, groups and the whole to the life of society, nature and universe, from exploring the innovation of thought, concept, content and mode to the innovation of system, mechanism, method and strategy, from international promotion to local promotion layer by layer, and finally become a healthy and fashionable educational lifestyle. It must also run through the whole life course of people, so that people in the active

sports practice to recognize life and perceive life, cherish life and feel the growth, reverence life and feel the survival, love life and experience life, and then promote the effective transformation of the special life education role of school physical education.

Reverse effect of school physical education on life education.

The reverse influence of school physical education on life education is mainly reflected in the following aspects. On the one hand, school physical education provides a biological basis for the development of life education. In physical education, sports anatomy, biochemistry, physiology and other courses as the basic courses are set in the physical education curriculum system, the purpose is to let the physical education students can thoroughly understand the structure of the human body, so as to better carry out the teaching of sports projects. Therefore, physical education provides a good biological theoretical basis for the development of life education, and students have a deeper understanding of the human body's own structure and the growth rules of the human body, which is conducive to promoting the formation of students' concept of life.

On the other hand, school physical education provides a broad space for the practice of life education. Physical education is an essential content in life education, and physical education is an important part of education. Life education, as the premise of education, involves a wide range of disciplines, and the uniqueness of each discipline improves all aspects of life education together. Physical education, which is directly related to individual life, has expanded the breadth of implementation of life education. Therefore, physical education, as a subsystem of life education, can not only provide biological basis for life education, but also provide broad space for the practice of life education.

Third, school physical education greatly enriches the content of life education. The main teaching objectives of school physical education are physical fitness, mental entertainment and lifelong sports. The purpose of life education is to construct life consciousness, correctly understand life, guide students to love life, cherish life and

treat life well, so as to make students establish correct life values and improve their personality.²¹ In physical education, such as sports psychology, sports anatomy and special courses of various sports items, etc., life teaching in the spiritual field of metaphysics has been mutually supplemented and expanded, which greatly enriches the teaching content of life education to a certain extent.

DISCUSSION

In the new era, school physical education faces new opportunities, new challenges and new requirements. How to adapt to the new changes and determine the value orientation of school physical education reform is an important subject that we need to study deeply. However, for the study of the reform of school physical education from the perspective of life education, there is a lack of the necessary theory analysis and path analysis of life philosophy, sociology and psychology, and the understanding of its rules cannot be achieved. It is the internal demand of the development of school physical education to examine the reform orientation of school physical education and to explore the related theoretical and practical problems from the perspective of life. Returning life to sports is a kind of reflection and criticism of ignoring life in the traditional school physical education practice, a rational reflection on the relationship between life and sports, and a call to return physical education to its original meaning.²² Therefore, school physical education is in urgent need of the return of life education, and how to fuse is a core problem. Next, we will discuss the fusion strategy of school physical education and life education.

Update the Concept of Education

At present, the implementation status of life education in school physical education is not optimistic. If we want to carry out it effectively, we should update the school, teachers and students in theory and concept. First of all, we should start with the official authority document issued by the school, strengthen the faith of implementing life education in physical education, convey the spirit to the department, teachers and students, and organize teachers and students to learn related thoughts and spirits.

Secondly, teachers should establish the concept of "life sports" by themselves, which can be established by learning the spirit of school life education and cultivating teachers' own professional quality. Teachers not only construct from the theory of thought, but also need to comprehend the meaning of life through their own perception of life and transportation of students' life, so as to integrate life education into physical education. Thirdly, teachers guide and constitute students to establish the concept of "life sports". In teaching, teachers play the role of guidance, while students are the leading role.²³ In the process of establishing the concept of "life sports", teachers should fully show the students' life subjects and cultivate students' concept of "life sports" with emphasis in physical education.

Innovative Educational Content

If we want to integrate life education into the teaching of physical education in schools, and effectively carry out and implement, we must constantly update the existing obsolete traditional teaching content. First from the innovation of traditional single mechanized sports content, such as special sports in football project, is a high risk of sports. Therefore, in the teaching process of this project, life education is particularly important. Teachers can guide students to establish their own awareness of life, and exercise and learn football projects in a healthy manner while protecting their own lives from threats.²⁴ For football teaching has always been the basis of the theory of repeat drills and basic skills training, should be appropriate to adjust, remove the students for special sports negative learning psychology, improve students' interest in sports, promote the students "healthy movement, harmonious sports" concept formation, the life of sports to the actual implementation of the teaching.

Improve Educational Methods

The necessity of improving the methods of physical education is mainly reflected in the negative psychology and lack of interest in the study of physical education, which indirectly leads to the students' failure to correctly recognize the internal relationship between life and sports. In order to make "life sports" in school physical education really implement, we

must arouse students' interest in learning sports, and then realize the relationship between life and sports, learn sports from the perspective of life. Therefore, the educational methods of school physical education are faced with the task of continuous improvement and innovation.²⁵ Can be mechanical sports teaching and reach the effect of exercises to improve to become in the form of games, combining the life education to "game teaching method", "heuristic method of teaching", "competition law", and the teaching idea of "life sports" new way of teaching, more can reflect the life and the relationship between sports in the process of construction of student's body and mind play a role.

Strengthen the Teaching Process

In the process of physical education teaching activities, we should first strengthen the infiltration process of teaching workers to life education, which has a certain promotion effect for school physical education to infiltrate life education, but also has a certain practical significance. In the teaching process, students should be guided to realize the value of life gradually through the infiltration process of life education, and at the same time, students should be guided to set up the correct value of life. Secondly, the ideological and political elements of physical education curriculum should be excavated so that students can change their understanding of physical education both in thought and in practice. By explaining the typical cases and classic sports examples of the world's great men, sports celebrities and elite athletes, the students can have a deep understanding of the value and spirit of sports, form the correct sports values, improve themselves and surpass themselves through sports practice, and develop good sports habits. This is also the core of the development and reform of school sports. Only in this way can the school physical education teaching effect be fully guaranteed, and at the same time let the students really know themselves and achieve the purpose of constantly improving themselves.

Construct a New Teaching Model

When the school physical education has the scientific and reasonable "life physical education" education idea, the innovative

teaching content and the innovation teaching method interaction, then a new set of teaching mode has become the development trend. Constructing a new model of physical education is the inevitable trend of the interaction between life education and physical education. The integrated teaching mode of "physical education and life" is the product of the combination of the concept of "physical education of life" and the actual learning physical education. The close relationship between physical education and life can provide a new carrier for students in school physical education to construct healthy learning concept and correct life value, provide a platform for cultivating students with physical and mental health, and better balance the relationship between physical education and life.

CONCLUSION

Life, for each person only once. Teenage students are the key period to realize the value of life, so the necessity of life education in school physical education is self-evident. Adolescence is a critical period for the acquisition of health-related behaviors that will transcend later psychological well-being in adulthood.²⁶ School physical education and life education have internal consistency no matter from the nature and function, or from the value pursuit and goal orientation. School physical education is an important way of life education and life education is an important content of school physical education.

The relationship between school physical education and life education is complementary to each other. Life education points out the direction for the reform of school physical education. Life education is the inevitable requirement of the reform and development of school physical education, as well as the power and end-result of the development of school physical education. On the contrary, school physical education provides a biological basis for the development of life education, provides a broad space for the practice of life education, and greatly enriches the connotation of life education. At present, the main problems of life education in school physical education are that the awkward position of school physical education cannot bear the

weight of life, the purpose of school physical education disassimilates from the orientation of life, the backward physical teaching method neglects the main body of students' life, and the confused teacher-student relationship neglects the value of life in physical education. In view of the current practical problems, school physical education should permeate life education into every link, and take life education as the new mission and value orientation of school physical education, so that students can realize the preciousness of life and cherish life, respect the nature of life and cherish life, and enjoy the process of life so as to surpass life.

The future development, value pursuit and final destination of school physical education must be completely consistent with life education. Future research should focus on the logical starting point, value pursuit, function pursuit and significance pursuit of school physical education based on life education, and take improving the quality of physical education as the basis to improve the quality of life of students, which is the original appeal of school physical education.²⁷

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