

Comparative Evaluation of Eastern and Western Physical Education Culture

Dehai Song^{1,a,*}, Amankulov Kanat Maratovch^{2,b}

¹*Institute of Physical Education, Northeast Normal University, Changchun, Jilin, 130000, China*

²*First Vice-President of the Central Asian Athletics Federation, Bishkek, 720001, Kirgizstan*

^a*songdh514@nenu.edu.cn*, ^b*tackjueng@gmail.com*

**Corresponding author*

Keywords: Physical Education Culture, East West, Confucian Culture, Comparative Study

Abstract: Sports activities are a unique activity of human society, in which humans are both carriers and subjects. They constitute an important bridge between the human body and psychology. In today's advanced civilized society, physical education is an important component of education at all levels. It not only enhances students' physical functions, but also enriches the spiritual world of those engaged in sports activities, instilling firm beliefs in them, and enabling them to test their limits, and ultimately achieve harmonious, comprehensive, and healthy physical and mental development. This article introduces the origin, differences, respective connotations, development processes, and cooperation and exchange of sports culture between the East and the West, allowing readers to truly understand the sports culture of the East and the West, and deeply grasp how sports culture "goes out" and "introduces".

1. Introduction

The emergence and spread of modern sports originated from the economic development and modernization of industrialization in Western capitalist countries. The globalization of production methods has had a huge impact on human society. However, as a representative of modern Western sports culture, the Olympics are also a national and global sports culture, as demonstrated by its historical development.

A large number of scholars have already conducted relevant research on sports culture. Barnett L M's study compared the motor skills of children from different cultural and linguistic backgrounds and investigated factors related to motor skills. The independent sample test examined the age, body mass index (BMI), motor skills and perception of a group of children with center for attention and learning disorders (CALD). The linear mixture model was used to examine the factors related to motor skills. The results showed that Asian children had poorer object management skills than English speaking children, but no differences in motor skills were observed between the groups. Physical fitness, physical activity, and perceived motor skills are positively correlated with object management skills, but adjusting for these variables (age and BMI) did not eliminate the impact of CALD. Cultural factors may affect the ability of Australian Asian children to manage items [1]. Nobis T would introduce a nationally representative group study conducted in Germany to

investigate which class factors promote or hinder youth participation in sports clubs, extracurricular sports activities, and commercial sports, and compare the importance and interdependence of these factors with social inequality and socialization backgrounds. The empirical research results emphasize that social class should be seen as a powerful determinant of sports participation, but other factors such as gender, immigration background, and parental involvement in sports also play an equally important role. His in-depth analysis also highlighted the importance of a cross-sectoral perspective, showing that in some, but not all cases, education can mitigate the effects of immigrant background and gender [2]. Xu Q used social cognitive theory to study gender norms in Chinese sports and surveyed 423 Chinese respondents. The results showed four different categories: masculinization, lifestyle, gender and femininity, and the tendency of men to think that sports are obviously more masculinization than women. Overall, gender role beliefs, sports participation, and sports media consumption are significantly correlated with the type of exercise a person engages in. This study is based on the results of Hardin and Greer's research and is one of the first quantitative studies on gender attitudes in Chinese sports. Its research findings elucidate the role of gender norms in shaping Chinese sports attitudes [3]. Although there are many literature on sports culture, there are few studies that comprehensively study the sports culture of the East and the West.

In the 21st century, with the continuous development of world politics, economy, culture, and technology, sports have penetrated into every corner and become a part of people's lives. Cultural exchanges between countries are also increasing, and sports cultures from the East and the West are increasingly being put on the agenda. There are more and more sports competitions worldwide, and more and more oriental and western sports cooperation organizations and associations have been established. At the same time, some marginal and interdisciplinary disciplines in sports, such as exercise physiology, psychology, biochemistry, have also been increasingly used in sports teaching and training. This article provides a comparative analysis and introduction of Eastern and Western sports education cultures, which can fully help readers understand the background, historical development, and connotation of Eastern and Western sports education cultures.

2. Eastern and Western Physical Education Culture

2.1 Connotation

Sports culture has two meanings: one is sports, and the other is culture. Sports are the carrier of culture, and culture exists on the basis of sports [4]. Therefore, this article believes that sports culture is a general concept that refers to the cultivation of human intelligence and material well-being through practical sports activities, with the goal of physical perfection, competition as the medium, and action as the form. It includes high-performance sport, school sports and mass sports, constitutes human experience and manifestation in sports practice, and is the spiritual state of scientific innovation and the definition of values [5]. The history of sports development around the world indicates that sports first appeared in the East [6]. About 5000 years ago, with the ancient East moving from primitive society to civilized society, sports emerged and continued to develop under the favorable social conditions in this period [7]. Historical evidence suggests that between 1100 and 900 BC, during the Western Zhou period in China, Eastern sports emerged and developed well throughout society, while Western sports lagged behind Eastern sports in terms of content and form. For example, the Greeks and Romans along the Mediterranean coast of southern Europe are ancient peoples, but their sports are still in their early stages. Western sports underwent changes and development over a long period of time in the Middle Ages, gradually evolving into a unique Western sport.

However, the Eastern culture with Confucianism as the core and the western culture with Protestant work ethic as the core are two different forms of cultural expression, inevitably with their

own cultural colors and characteristics. Therefore, this article briefly analyzes their different cultural meanings [8-9].

2.1.1 Eastern Sports Culture

The Eastern sports culture, represented by Asian countries such as China, South Korea, and India, is mostly in a closed feudal society. Therefore, the prosperity conditions they created in ancient times have not been further developed in modern times. As a result, Eastern sports culture has been in a period of quasi stagnation and quasi decline since the 1950s [10-11]. The rapid development of economy, culture, science and technology in China, Vietnam, North Korea, and other Asian Socialist state has made the oriental sports culture represented by Asian countries develop rapidly. At the same time, it combines with western sports culture, and its core is the Olympic Movement. For China, after several generations of inheritance, development, and evolution, sports culture has gradually formed its own style and characteristics [12]. China has created a form of sports with the main purpose of physical exercise and moral education, which is very in line with the basic spirit of traditional Chinese culture and the national character created by this culture, and has created an independent sports cultural system. China’s sports cultural structure is stable, which is not possessed by any ethnic sports form in the world. After the Opium War, Western sports culture gradually penetrated into China, blending Eastern and Western sports cultures, gradually forming a new pattern of mutual migration, competition, and common improvement of Eastern and Western sports cultures.

2.1.2 Western Sports Culture

The development of modern sports in the West can be roughly divided into three periods: firstly, during the ancient Greek era, the Greeks placed great emphasis on youth sports. As early as 300 years ago, a scholar proposed an educational plan for “physical and mental harmony” and made clear regulations on sports for all age groups. In the second stage, which was a British educator, he proposed the “Trinity” educational theory for the first time, dividing education into three aspects: body, morality, and wisdom. He also emphasized that “a sound mind is a sound body”. The third period (after the 19th century) was gymnastics in Germany, ball games in the United States, and sports in France. It mainly focuses on athletics, gymnastics, weightlifting, and various ball games. This type of exercise focuses on exercising muscles and maintaining health. The rise of the Olympic movement in the late 19th century directly led to the development of Western sports culture, as shown in Figure 1. The Olympic movement has evolved from a simple sports movement to international politics, economy, culture, and other aspects, and has gradually formed a new social form. At the same time, with the rapid development of material culture, the western society is also frustrated by its lack of sportsmanship, and has a strong interest in it [13-14].

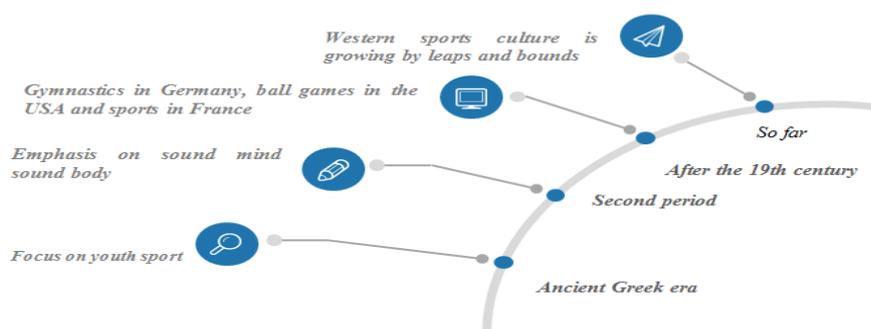


Figure 1: Development of Western sports culture

2.2 Differences

2.2.1 Differences in Philosophical Views

In most Eastern countries, sports are used as a means of physical and moral development, emphasizing human self-discipline, the significance of human life, and the value of individual independence and self-awareness. Eastern philosophy, represented by traditional Chinese philosophy, believes that man and nature are integrated; heaven and man, body and mind are integrated; force and virtue are integrated; the inner world and the outer world of man are harmonious; the human body contains the balance of yin and yang [15-16]. Therefore, Eastern sports culture places more emphasis on the internal development of individuals, values personality, and achieves this through physical and mental exercise and moral cultivation [17-18]. This is mainly achieved through self-discipline and understanding, without relying on external forces or confronting others. Therefore, it is self-actualization, but not competition. Western sports culture, influenced by its natural environment, has formed a philosophy based on individualism, which tends to human freedom, adventure, competition and survival of the fittest [19]. Therefore, people expect to maximize their potential through exercise, develop physical fitness, aesthetics, strength, and endurance, and demonstrate themselves and win victory through confrontation and competition with the outside world. The ideal of western traditional sports culture is an important ideological basis for the rise and development of western high-performance sport [20]. The comparison between the two sports cultures is shown in Figure 2.

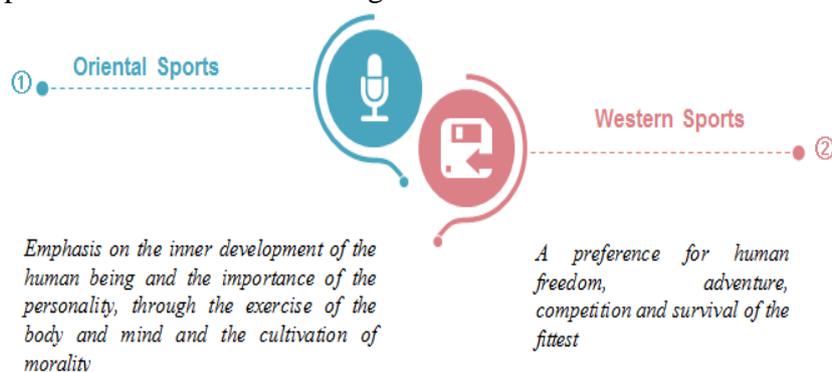


Figure 2: Differences in sports culture between East and West

2.2.2 Differences in Attitudes and Victory Concepts towards Competition

(1) The attitude and victory concept of eastern sports culture towards competition

The sports culture of the East is based on deeply rooted national identity and benevolent morality, which suppresses people's desire for victory and competition. For ancient Chinese people, the success or failure of sports itself was not important. Winning or losing is a unique life experience and a burden. Sports are embedded in the moral upbringing and education of the people, and must be cultivated to the extent of suppressing the competitive nature of sports through rituals. Chinese traditional sports culture emphasizes winning and losing, which hinders the spread of high-performance sport culture in China and the overall development of high-performance sport, and also restricts the development of sports achievements to a certain extent.

(2) The attitude and victory of western sports culture towards competition

With the Industrial Revolution, industrial production, and competition in the world market, Western sports culture has gradually formed. Western sports culture advocates competition, and advocates the survival of the fittest, and all sports are conducted in a competition and comparison.

In the eyes of Westerners, the outcome and success of competitive competitions are directly related to personal dignity and value. Western sports have a clear goal. It advocates competition, the survival of the fittest, and strive to be higher, faster, and stronger. Western sports, with the Olympic Games as the largest representative, are constantly updating the settings of most events and various achievements, which has promoted the development of western high-performance sport.

2.2.3 Geographical Environment Differences in Development

As is well known, human culture is very diverse, and to some extent, the differences in human culture are mainly reflected in regional differences.

Geographically, most of China's territory is surrounded by the sea on one side and other countries on the other, making it almost a closed environment. Due to a lack of contact with the outside world, a gentle, introverted, and satisfied personality has been formed. This cultural mentality is reflected in the desire for entertainment and the fear of risk, leading to the formation of traditional Chinese sports culture, which is non-competitive and only focuses on physical training, and the self-improving form of sports culture that still has an influence today. This geographical barrier left a profound mark on the formation of early Chinese civilization.

The birthplace of Western culture is Greece. Rome is located on the Greek Peninsula, an island country connected by rivers with a variable climate. The land is barren and food production is scarce. However, this harsh environment has cultivated more sociality, openness, freedom, and a spirit of nonviolence. There was an adventure.

3. Exchange of Eastern and Western Sports Culture

In the context of globalization, the economies and technologies of different countries and regions are intertwined and interconnected. As part of this integration and integration, the widespread use of information technology and increased interaction between people from different cultural backgrounds make cultural exchange inevitable, which is only one of the external factors leading to the exchange of sports culture between the East and the West. Its ultimate goal is to promote people's health and comprehensive development. In addition, both sports cultures feel an urgent need to learn from each other's strengths. Today, Western sports culture, represented by the Olympic Movement, is so powerful that any hope to become a global traditional sports culture would encounter tremendous resistance. If Western sports culture is to be recognized, then the traditional sports culture of the East must be recognized as world sports culture, and this must be taken into account. The development of school sports system, the introduction of high-performance sport, and the change of sports media orientation are all examples of attempts to exchange eastern sports culture with western sports culture. The humanistic spirit of traditional Eastern sports culture is undoubtedly the best example for exchanging experiences, learning from each other, and developing the global sports culture system. In this system, several sports cultures are independent and creative, which is attractive to both Eastern and Western sports cultures, as shown in Figure 3.



Figure 3: Cultural exchange between East and West

4. Development History of Sports Culture

From the history of world sports development, sports first emerged in the East, not the West. As early as 5000 BC, the East had already entered a period of civilization transformation. The Eastern sports formed during this transformation period not only had a significant impact on Western sports in later generations, but also had a significant impact on the development of sports worldwide. The birthplace of European civilization in the 11th to 9th centuries BC, ancient Greece, Rome, and other places in southern Europe were still just the embryonic form of mythology, and their sports were also just the embryonic form. It was not until the 8th and 5th centuries BC that a true sport began to emerge and develop in the western region. It was at that time that Western sports emerged. From this point of view, the sports world has entered a new era, during which, if the development of the two sports is not synchronous, they are developing in parallel at least. From the 2nd to 10th centuries AD, most parts of Asia and North Africa had already entered the feudal era, while sports in East Asia continued to develop and improve due to its favorable social environment. Compared with the Eastern and Western sports of the same period, there is a significant gap in both content and form. However, the transition from Europe to capitalist society in the 15-17th century changed the western sports from backwardness to a Social phenomenon different from war, religion and so on, which was an important turning point. The Eastern culture based on Confucianism and the western culture based on Protestant work ethic are two different cultural trends. Obviously, the eastern and western sports culture must have its particularity. The development of the eastern and western sports culture is shown in Figure 4.

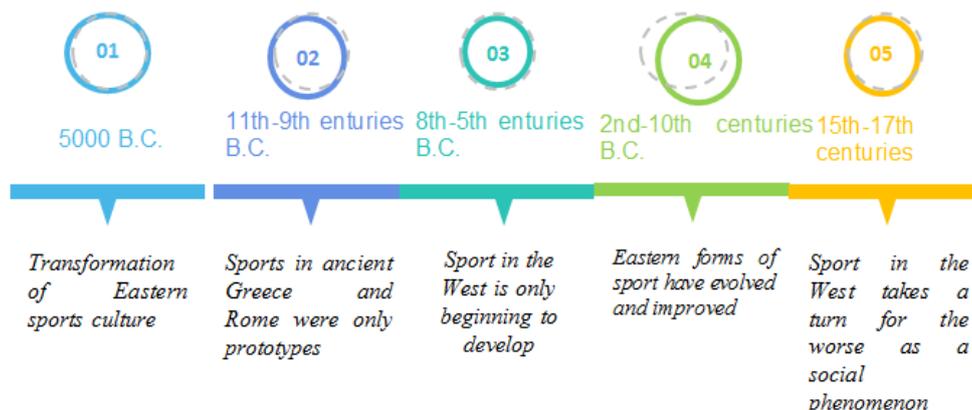


Figure 4: Development of Eastern and Western sports culture

5. Conclusions

In the context of globalization, the world is experiencing more and more cultural exchanges, mixing, and collisions. Sports have become the focus of cultural industrialization and cross-border textualization, and even the two major sports cultural systems in the world, namely the Eastern and Western sports cultures, are experiencing unprecedented mixing. This article explores the characteristics of global sports culture today and their understanding of different sports cultural personalities. It introduces the connotations, differences, exchanges and cooperation, and development paths of sports education culture between the East and the West. The full text unfolds the division and combination of the two major sports cultures, comprehensively outlining the vast historical river of sports culture development.

Acknowledgement

This work was supported by Research on Teaching Reform and Innovation of American Flag Football Course in Colleges and Universities, Jilin Province Education Science Planning Project/General Planning Project, (Project No. GH170016).

References

- [1] Barnett L M, Telford R M, Strugnell C, et al. *Impact of cultural background on fundamental movement skill and its correlates. Journal of Sports Sciences*, 2019, 37(5): 492-499.
- [2] Nobis T, El-Kayed N. *Social inequality and sport in Germany—a multidimensional and intersectional perspective. European Journal for Sport and Society*, 2019, 16(1): 5-26.
- [3] Xu Q, Fan M, Brown K A. *Men's sports or women's sports? Gender norms, sports participation, and media consumption as predictors of sports gender typing in China. Communication & Sport*, 2021, 9(2): 264-286.
- [4] Kremneva V N, Nepovinnykh L A, Solodovnyk E M. *Methodological conditions for the construction of the educational process in the heterogeneous group of a special medical department in the discipline "physical culture and sports". Archivos venezolanos de farmacología y terapéutica*, 2020, 39(5): 592-597.
- [5] Sanjar U, Doston H. *Innovative Methods of Improving The Professional Skills Of A Teacher Of Physical Culture. International Journal Of Research In Commerce, It, Engineering And Social Sciences ISSN: 2349-7793 Impact Factor: 6.876*, 2022, 16(06): 20-23.
- [6] Hutzler Y, Meier S, Reuker S. *Attitudes and self-efficacy of physical education teachers toward inclusion of children with disabilities: a narrative review of international literature. Physical Education and Sport Pedagogy*, 2019, 24(3): 249-266.
- [7] Sobirovich T B. *The development of democratic society and spiritual renewal in the views of Eastern and Western thinkers. International journal of advanced research and review*, 2020, 5(10): 60-65.
- [8] Zhang L. *Design of a sports culture data fusion system based on a data mining algorithm. Personal and Ubiquitous Computing*, 2020, 24(1): 75-86.
- [9] Sim J B Y, Chow L T. *Confucian thinking in Singapore's citizenship education. Journal of Moral Education*, 2019, 48(4): 465-482.
- [10] Strandbu Å, Bakken A, Stefansen K. *The continued importance of family sport culture for sport participation during the teenage years. Sport, Education and Society*, 2020, 25(8): 931-945.
- [11] Bilohur V, Andriukaitiene R. *Sports culture as a means of improving the integrity of sports personality: philosophical and anthropological analysis. Humanities studies*, 2020, 6 (83): 136-152.
- [12] Seo J C, Turick R, Kim D. *Reading Tiffany Chin: The birth of the oriental female skater on white ice. The International Journal of the History of Sport*, 2019, 36(7-8): 660-680.
- [13] Quitzau E A. *A local history of physical culture in Uruguay: Horseracing and football outside Montevideo. The International Journal of the History of Sport*, 2021, 38(15): 1576-1593.
- [14] Love A, Bernstein S B, King-White R. *"Two heads are better than one": A continuum of social change in sport management. Sport Management Review*, 2021, 24(2): 345-364.
- [15] Subramanian N, Gunasekaran A, Wu L, et al. *Role of traditional Chinese philosophies and new product development under circular economy in private manufacturing enterprise performance. International Journal of Production Research*, 2019, 57(23): 7219-7234.
- [16] Jia Y, Liu H. *Interpreting Chinese Philosophy: A New Methodology, written by Jana S. Rošker. Journal of Chinese Philosophy*, 2023, 50(1): 105-107.
- [17] Zhao X, Tan X, Shi H. *Nutrition and traditional Chinese medicine (TCM): A system's theoretical perspective. European Journal of Clinical Nutrition*, 2021, 75(2): 267-273.
- [18] Fu R, Li J, Yu H. *The Yin and Yang of traditional Chinese and Western medicine. Medicinal Research Reviews*, 2021, 41(6): 3182-3200.
- [19] Kumar A, Yadav M, Tripathi V K. *Misogyny and Western Political Philosophers: An Analytical Study. British Journal of Philosophy, Sociology and History*, 2022, 2(2): 25-35.
- [20] Etuk A R. *Revisiting Averroes' influence on Western philosophy. LWATI: A Journal of Contemporary Research*, 2022, 19(1): 174-194.