



Further Discussion about Nature of Physical Education

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ABSTRACT

With the deepening of the research on nature of physical education, academic circle has formed many different even opposing physical education concept of nature, we should reflect further criticism in order to promote to the deepening of research. In this paper, use the relationship between “people and physical education” as the starting point of reflection, cast off the yoke of the traditional way of thinking, from “productiveness”, “sensibility” and “multiple nature” perspective to explore the nature of physical education.

Keywords: nature of physical education, productiveness, sensibility, multiple nature

INTRODUCTION

Since the 80s, with the deepening of theoretical research, physical education scientific research was established and obtained significant progress, the nature of physical education has been arising constant reflection and discussion, and this is the inevitable requirement of social development. In this process, people not only gradually formed a lot of valuable knowledge, but also some misunderstandings and one-sided opinions, which requires us to inherit the fine traditions of thought liber Eason, to strengthen the existing achievements continuously, on the basis of promoting to further develop the theory research (Yang, 2016; Xu & Fan, 2017; Gao et al., 2017).

The nature of physical education is as a branch of philosophy which explores a special practice in human life-sports. The goal of physical education nature is to discover the unique form of human intellect in sports (Yang, 2013; Lee et al., 2017). This endeavor, on the one hand, reveals some of the general characteristics of human intellect through examples in the practice of sports, and on the other hand, examines the existing principles of physical practice in specific historical conditions based on the basic criterion of sensible actions and thoughts (Wang & LI, 2010; Kaymakamoglu, 2017). That is to say, the nature of physical education is a special form of research on the rational interaction of human reason in the creation of a unique interaction between human and the perceptual existence, and is a kind of general feature that reproduces the general characteristics of human reason that can be identified in sports practice, and also try to find principles and premise in a specific historical period of sports practice which is the real embodiment or distortion of human reason.

This article attempts to put forward some viewpoints and ideas about the nature of physical education dialectically, elucidates the relationship between man and physical education as the core of some understanding about the nature of physical education.

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Contribution of this paper to the literature

- On the basis of promoting to further develop the theory research to inherit the fine traditions of thought liber Eason and strengthen the existing achievements continuously.
- People's physique and social progress are not in direct proportion as some people imagined, but on the contrary. If we cannot understand correctly, then we will involve in the wrong region in which the more progress of society, the more failure of our physical education.
- Understanding people have a lot of perspective, in order to better reveal the inner link between physical education and people, we mainly from three perspectives of "productive", "sensibility" and "multiple substance" to clarify the nature of human.
- From the purpose of physical education, physical education is a way of making and improving people. Physical education is the existence of perceptual activities first, it is unfavorable for the binary opposition of sensibility and reason in this activity. Physical education activities have the double characteristics of sensibility and reason, through the whole process of physical activity, sensibility is marked deeply by reason, reason sublimates by sensibility.

LITERATURE REVIEW

As for the nature research, the purpose is to deepen understanding of things and people, so is the research on the nature of physical education. Physical education as an important part of human civilization, is a historical phenomenon, its content, nature and function change with the development of human society. Physical education at the same time also has its personality, physical education of all ethnic groups, national and regional has similarity, also have its own diverse characteristics. But in the concrete research process, due to the influence of a particular way of thinking, people tend to get a "Confucianism-only ideology" type of conclusion which effectively guides the physical education practice. As a result, the research on the nature of physical education became the battle of concepts and definitions, in which the process, some characteristics of physical education have been praised to the height of "nature", and other characteristics are excluded to the "non-essential" status, which as if the dynamic discussion has been put forward, but actually the discussion is not beyond the existing research results, far from the nature of physical education research.

For physical education, it is not difficult to reach a consensus: it is a uniquely human practical activity which involves people's physical activity, takes certain physical activity and skills as the carrier, exists as education inheritance; entertains body and mind, enhances physique; also loads cultural functions to adjust social relations and so on. Controversy concerns that only in the rich content, which one is more fundamental, more natural. Once some concept of nature is established, then a clear place can be drawn for physical education which can distinguish between physical education and non-physical education activity to focus on strengthening concrete physical education practice. Because in some view of point, nature can be the only one, more nature is admitted to be anti-nature.

We believe that such a mode of thinking is the current core and origin of some debate. This way of thinking can be divided according to philosophy as formal logic way of thinking or "metaphysics" way of thinking which its main methodology representatives is to give physical education a definition under "genera and differentia". In order to understand and grasp the cognitive object, taking this way is the inevitable result, because of its strong clarity, as long as we make an accurate and complete positioning to "genera" and "differentia", so there is no doubt to make specific cognitive object reflects in people's mind. <http://fanyi.youdao.com/translate>

However, this approach has its limitations, because the world itself is changing, since human being is born and practice is constantly kept on, constantly generate a people's world. Then abstractions which solids in people's mind will opposite or even departure from living reality. And together with some people in pursuit of homogeneity and clarity, continuously reduce the "differentia", finally can only make understanding of the nature of physical education as a dry "mummy" without vigour and vitality.

This kind of “achievement” in some universal readings can be no more than a temporary briefly introduces, and must not be the core idea to guide physical education practice, content with this understanding cannot be considered as physical education science research. Very easy to find an obvious paradox is that in many theorist’s opinions mentioned that in recent years’ youth fitness is in a declining trend, and on this basis to discuss serious misunderstanding on the nature and function of physical education which conduces wrong practices. And at the same time people admit that along with the social civilization progress, physical education content gets more rich, the development of physical education more popular, time can be used for physical education more abundant, people’s nutrition and health better than ever before and these advantages might naturally promote the improvement of physical fitness.

So what exactly is causing the physical falling instead? Someone sum up to the problems of measure and evaluation in the process, someone thought that it was particular stress on intellectual education and ignored physical education in the exam-oriented education. Such interpretation has a point, and the most fundamental reason has yet to be elucidated. For human social history, the most fundamental determinants are people’s mode of production, a certain mode of production determines the way of people activity and content, and correspondingly determines the people’s physical condition. Since the industrial revolution, manual labour had been gradually replaced by machine production, people did not need to rely on the strength of human organisms to direct effects on the natural objects in the agrarian age, and so inevitable consequence of people’s physique presents a trend of decline gradually. In this sense absolutely people’s physique and social progress are not in direct proportion as some people imagined, but on the contrary. If we cannot understand correctly, then we will involve in the wrong region in which the more progress of society, the more failure of our physical education.

DISCUSSION

The above shows that if we do not take the nature of physical education to cross-examine, only do the research from the nature of physical education to obtain a formal logic definition, rather than reality research, then the conclusions are difficult to stand up to close scrutiny. Maybe we should set free temporarily from the mode of nature of physical education to ask what kind of way of thinking more can appropriate to understand and grasp the nature of physical education.

Physical education is a component part of human civilization, it is a kind of the way of human culture, only relate physical education and people to study, and can we reveal the mysteries of the nature of physical education. In a word, only do we properly understand people, can we properly understand physical education. Understanding people have a lot of perspective, in order to better reveal the inner link between physical education and people, we mainly from three perspectives of “productive”, “sensibility” and “multiple substance” to clarify the nature of human.<http://fanyi.youdao.com/>

Firstly, people are a kind of productive existence. The relationship between human and the outside world is not natural, but through the production practice for mediation. People make production for living materials on the one hand, on the other hand, for human oneself. Human oneself production is not only for breeding, but also improving lives. This is shown as once the low-level needs are met, the need of more advanced will naturally form, in this sense the production of human is a never-ending process. This is a process from simple to complex, is a process from low level to high level, the achievements and cognition of previous stage are the prep reasons and conditions for the following stage.

Secondly, people are emotional life existence. No matter in the traditional sense to conclude human as a “thinking, speaking can making and using tools” animal, or define people’s nature from practicality, sociality and historicity, all based on the life existence of people. Human cannot be non-sentimental being. On the one hand, people need perceptual materials as necessities to diet and to keep warm, on the other hand, the perceptual activity has created the entire contents of social history. People needs reason and spirit, but on the significance of attribute can only be in the subordinate and the tool position, only to obey and serve the perceptual life has positive significance. Although the process is unidirectional, but it is in the contradiction differentiation between sensibility

and reason, then unification as the basic form, or reason differentiates from sensibility, then unify again. This is a perfect course of human life, also a road of human to freedom.

Finally, people are an existence of multiple nature. Under the vision of traditional philosophy, the nature of people is ascribed to either animal nature or divine nature, either natural nature or social nature, and even dual nature of "half angel and half beast" all of these are the understanding consequences of materialization machinery. In fact, the nature of people is based on practical activity as mediation of multiple natures of the unity of opposites. From the point of intuitive, people have both physical existence and spiritual phenomenon, have both natural and supernatural characteristics, both finite life and infinite living style. The world of people is reflected both external material foundation and human spirit, both comply with the principle of freedom and meet the requirements of people's will and requirement, everywhere is a unified entirety and is difficult to completely binary.

So it seems that physical education is a peculiarly cultural way of people, the study of its nature can also from three aspects as productive, sensibility and multiple nature. From physical education productive perspective, people's own production is the production of various integrity on the basis of breeding, although we can roughly divide it into moral education, intellectual education, physical education, aesthetic education, and so on several aspects, but its ultimate point is to complete the human individuality. This requires aspects of beauty, intelligence and physique in a dialectical relationship of distinguishing and fusion with each other, and only so can be production of people, and also can produce a real people. So we can say that physical education is both the moral education, intellectual education and aesthetic education, regardless of the rigid mind can understand, reality has made answer to us. No matter what time, only those good aspects join together, can people consider physical education for real development? On the basis of the emphasis on this point, we will never cancel the characteristics of physical education. The relationship of physical education and other aspects is "unify but different", in this sense, only through physical education play its own characteristics, can be better combined with other aspects. The same, only better combined with other aspects of physical education, can truly play its own characteristics. Some people complained that physical education is required to do this and to do that, which will delay physical education its own thing. The fact is just on the contrary, if let physical education do so-called its own things, like the pursuit of sharp knife, but grind knife out, both unnecessary and unrealistic.

From the purpose of physical education, physical education is a way of making and improving people. Physical education is the existence of perceptual activities first, it is unfavourable for the binary opposition of sensibility and reason in this activity. Physical education activities have the double characteristics of sensibility and reason, through the whole process of physical activity, sensibility is marked deeply by reason, reason sublimates by sensibility. In physical education activities, the nature of human is confirmed and improved, human senses are tempered doubly with sensibility and reason to have social attribute and become a real human sense which is not only natural sense but also social sense with all sorts of perceptual ability corresponding external conditions, also give birth to "human's inorganic body" into the nature of people.

Since modern times, due to the rising of reason leads to repression of sensibility to cause criticism from theorists, people try to find some natural relationship between "duality of body and mind" to give meaning to sensibility properly which is impossible to achieve. Sensibility and reason concrete only through people's realistic and specific practice, the reconstruction and development of modern physical education is an indispensable path. Yet it is still difficult to get rid of the old thinking in theory, such as "barbaric the body", "return to nature" seem to make effort, but limit to the corner without noticing. Physical education with its outstanding physical practice leaves people with visual perceptual form, but we must go further to perceptual life activity levels to grasp the nature to return to physical education real characteristics with "developed limbs with not simple mind".

From the multiple natures of physical education, as some theorists summarized: physical education is the activity of body to develop people's "nature"; physical education is to strengthen body; physical education is one kind of education through body; physical education is a social cultural activity, and so on. These induction condenses scholars' strong reality concern to achieve a more thorough understanding from a specific perspective into physical education phenomena which cannot be simply denounced. The problem relies that these essential

understanding cannot effectively integrate under the existing way of thinking, thus involves in opposition and contradiction. Distinguish between phenomenon and nature to seek the nature of things which often combined with determinism of traditional thinking path together. Western traditional philosophy thought that phenomenon is unreal because of the contradiction, only through the nature of the same level to eliminate contradictions deep into the thing itself to get the understanding and knowledge, also can control things that dominates the object. This path leads to the ultimate pursuit of thinking, through going back infinitely to find the function of the premise, and the prerequisite for its intimacy and can only be one rather than more. So even if we put the existing judgments of nature of physical education together, we still have to face the intimacy of questioning. So is this way the only one to close to the truth? The answer is obviously negative.

CONCLUSION AND RECOMMENDATIONS FOR FUTURE RESEARCH

As mentioned above, ever since the dawn of human world, constantly experiencing human practice activity of differentiation and integration, its prominent feature is the contradictory unity. This is a two-dimensional world, in this world, the original natural direct unity is broken, and nature of things presents multiple characteristics. We want to emphasize here is that multiple nature is different from many natures, admitting that one thing has many natures is essentially the paradox of same level, and thinks that one thing has multiple nature and multiple nature unifies with the overall which is the reasonable expression to the human nature of things, also multidimensional solid. MAO zedong once said that within things there are primary and secondary contradictions, and contradictions are divided into main aspects and secondary aspects, the relation of primary and secondary changes with the specific situation which is the theoretical expression of multiple nature. We previously thought that those aspects of nature of physical education is always concomitant with other temporary non-essential nature, but shows up because of the limitation of actual situation, so when situation changes with the relation of primary and secondary, it is not surprising about the changes of nature of physical education. So we don't have to trouble with whether chess and electronic physical educations, even cockfighting and dog walking are counted into physical education activities, because multiple nature means openness and containment, history has proved that Stuck in the past and restrict in designated area will only lead to limitation and retrogression.

As a self-education activities of sports, through physical education sublimates the will of person to form a perfect personality and equip sports with a culture quality. The philosophical thinking of physical education can not only focus on the relationship between physical education and human, especially from the perspective of human nature to understand the meaning and value of physical education. Therefore, the study on the nature of physical education can not only describe the role of physical education on body and soul, cannot just as an argument and summary of sports science, but also to seek for the overall development of the role of physical education. Consequently, the principle of "cultivating a perfect person" as the ultimate sense seems to be reasonable, can be used as the core concept of physical education essence. The existing ideas for "cultivating a perfect person" is as the ultimate value of the sense to understand, and is still based on the traditional philosophy of physical and mental epistemology of dualism, is the essence of human nature.

<http://fanyi.youdao.com/> Questioning the nature of physical educations is never-ending. Such thought-provoking questions can give us a particular angle of view under the understanding of physical educations, also can give us a different guidance to transform thinking. Theories will be clearer under the debate, and the practice will be changed constantly. As long as we won't be limited by rules, face reality to do sincere thinking, the truth of physical educations will show up to us which is the real value we kept asking.

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