

## A Study on Thepractice of Setting up National Traditional Sports in the Physical Education Class of Frontier in Border School of Yunnan

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**Abstract:** Openness means opportunity as well as challenge. As a gateway to china within the china-ASEAN Free Trade Area (CAFTA), the southwest border has become the focus of attention. dehong, Yunnan and Myanmar are dependent on each other for their long history. on the 503.8-kilometer border line, a national school with border characteristics has been established. This paper investigates and analyzes the status quo of national traditional sports in the physical education class of in Border School Elementary School through the methods of literature, questionnaire, mathematical statistics, and logic.To provide empirical research for the development of traditional ethnic sports in Yunnan border schools.

### 1. Introduction

Yunnan's border areas have a low level of social development, backward production methods, weak infrastructure, poor educational, cultural, medical, and sanitary conditions, and low living standards. In order to change the face of poverty and backwardness in the border areas of Yunnan as soon as possible, to promote borders, enrich the people, and be good neighbors, the party committee and government of the Yunnan region seized the opportunity of the state to implement the strategy of developing the western region<sup>[1]</sup>. In terms of human, material, and financial resources, we must start with the solution of backward infrastructure, break through the weak links that restrict economic and social development, and create a good basic environment for the opening up, development, and accelerated development of border areas. On June 9, 2007, the State Council promulgated the “Eleventh Five-Year Plan” for Prosperity of the Border and Enriching the People. The Plan set the goal of “prioritizing the development of education” and called for priority to include border counties in the scope of compulsory education funding. In recent years, the policy of building a new socialist countryside has benefited border ethnic areas and created a good atmosphere for the development environment of sports in rural areas along the border. The state and the government are also actively promoting the “Demonstration Project of Colorful Yunnan National Fitness Activities”. It can be seen that the development of physical education in Yunnan frontier schools has received sufficient attention and huge support, and has ushered in an excellent opportunity for development.

### 2. Manuscript Preparation

#### 2.1 Research Object and Method

##### 2.1.1 Research Object

The main object of this study is to set up national traditional sports in the physical education class of in Border School Primary School. In order to better understand the development of national traditional sports in the physical education class of in Border School Primary School, interviews

were conducted with teachers and students of in Border School School and relevant persons in charge of education.

## **2.2 Research Method**

### **2.2.1 Literature Survey**

According to the purpose and content of the research, the e-book resources such as CNKI and Wanfang were used to consult materials related to the opening of traditional ethnic sports in Yunnan, which laid a solid theoretical foundation for the smooth development of this research.

### **2.2.2 Questionnaire**

Sampling the existing in Border School Elementary Schools in 2 cities and 3 counties under the jurisdiction of Dehong, and then taking 100 physical education teachers and 150 students from them as samples, sending out 100 copies of questionnaires to teachers, 100 copies were returned, and 93 copies were returned. The rate is 100% and the effective rate is 93%. 150 questionnaires were distributed to students. 150 copies were recovered and 143 valid questionnaires were collected. The questionnaire recovery rate was 100% and the effective rate was 95.3%.

### **2.2.3 Mathematical Statistics**

Using sports statistics knowledge, SPSS 17.0 software was used to integrate and process the data, and to find and mine various characteristics revealed by the data.

## **3. Research Results and Analysis**

### **3.1 Investigation Site**

Dehong Prefecture, located in southwestern Yunnan, is a bridge connecting Southeast Asia and South Asia. On Dehong's 503.8-kilometer national border line, there are two national first-class ports in Ruili and Xuncheng, two national second-class ports in Zhangfeng and Yingjiang Little Plain, and they can reach Lashio in Myanmar, Important towns such as Mandalay, Bhamo, Myitkyina. After domestic land traffic reaches Lashio via the Yunnan-Burma Highway, it is connected to the railway and can go south to Yangon and north to Myitkyina. From Myitkyina to Lido along the Stilwell Road, you can communicate with the Indian railway network, or go straight to the Yangon port along the Irrawaddy River through the Port of Bhamo and enter the Indian Ocean. In the construction of the China-ASEAN Free Trade Area, Dehong is an important area open to the southwest of China and Yunnan Province<sup>[1]</sup>. In the near future, Dehong will truly become a bridge and hub between Yunnan and the whole country. With the continuous advancement of the Ruili National Development and Opening Up Pilot Zone, more and more Burmese people have come to Dehong for business work. Dehong has become the main target of Myanmar's labor export to China, and the permanent presence of Burmese in Dehong has become the norm. The number of school-age children and adolescents willing to attend frontier frontier schools is increasing. By 2018, Dehong only has 4,215 Myanmar students in all types of schools in the Ruili Experimental Area. Most of them are from Burma, Muk, Lekki, Lazar and other places along the border between China and Myanmar. It belongs to the "cross-border education" as said by the local people, among which there are many Chinese and overseas Chinese children.

### **3.2 Border School**

The old gate refers to the gate of the capital. In ancient times, the gate of the capital of the country played the role of entering and exiting the country and defending against foreign enemies. However, with the continuous development of the society, the gate of the country has no practical function of defense, but it has become a symbol, a sacred land<sup>[2]</sup>. An inviolable, indomitable spirit. The national school of this study refers to schools with the goal of cultivating high-quality frontiers, incorporating special education content that helps the growth of high-quality frontiers on the basis of achieving the basic educational functions of the school, and promoting the formation of stable

border areas. Sharing education between Chinese and Burmese students At present, Burmese students studying in the compulsory education section of the border area of Yunnan enjoy the same policies as waived miscellaneous fees, books, living subsidies for boarding students, and nutrition improvement plans for students studying in rural schools. According to the education department of the Ruili Experimental Zone, the management of foreign students in the school is currently treated the same as the students in the service school district, that is, the same management, education, and training; also in accordance with the “Primary and Middle School Student Code”<sup>[3]</sup>, “Primary and Secondary School Student Code of Conduct” Guide and standardize the behaviors of foreign students in the school. Most foreign students can abide by the rules and regulations of the school. In daily teaching, textbooks and teaching aids, teachers and teaching methods, courses and progress, academic level tests and assessments are completely the same. The school's teaching classes are mixed classes of foreign students and local students.

### 3.3 The Significance of Opening Traditional National Physical Education Course in Guomen Primary School

#### 3.3.1 Carry Forward Our National Sports Spirit

China's traditional sports are rich in content and embody the sports spirit of the Chinese nation. It is a sport that must be established in all schools. In particular, the national gates in border areas can better inherit our national sports spirit and enhance the sense of national responsibility and pride of primary school students in border areas In addition, with regard to Myanmar “small international students” who come to China, in Border School School takes a serious and responsible attitude to accelerate the pace of reform of the physical education curriculum for international students to ensure that they can achieve comprehensive development in China, not only to master sports skills, but also to acquire Chinese The essence of national traditional sports culture helps to promote our national sports spirit.

#### 3.3.2 Enhance the Cultural Identity of Cross-Border Ethnic Groups

National traditional sports are an important part of human education. According to the “History of Education in Ancient Chinese History”, “Clan communes are educated in politics, economics and cultural activities in addition to education in production. Education, competition, dance, singing, memo symbols, etc.”<sup>[3]</sup>. The Jingpo ethnic group is a cross-border ethnic group living in the southwestern border of China. It has experienced many large migrations and division of national borders in history. Two ethnic groups living across the border were formed: the Jingpo and the Kachin of Myanmar. Many of the Burmese “students” who came to China were Kachin. In the physical education curriculum of the in Border School School, the Jingpo traditional sports-Mu Nao Zongge was added. With the sound of the Jingpo music, teachers and students of the school joined together<sup>[4]</sup>. Powerful drumming, indulging in indulgences, repeatedly admonishing and educating people living across borders, they must always remember their roots and kinship, so as to consolidate social stability and solidarity and enhance the cohesion of cross-border groups.

### 3.4 The Status Quo of National Traditional Sports in in Border School Primary School

#### 3.4.1 Dehong Prefecture Ethnic Minority Traditional Sports Resources

Table 1 Dehong Prefecture Minority Traditional Sports in 2018 (Dehong Yearbook)

Nation	Main settlement	Traditional sports	population
Jingpo	Dehong mountain district, yunnan province	“munaozongge”, “tangdie”, “sword art”, jingpo martial arts, climbing, slider, slingshot, shelong, wrestling, qiuqian	134373
Dai	Mangshi, ruili, longchuan and other counties and cities in dehong	Dragon boat race, top, bamboo jumping, duck race, dai boxing, swimming, diving, frog race, catch, cane ball, canoe, dai martial arts, water gun, water-splashing festival, da-mei slingshot, put gao sheng, horse racing, cockfighting, sand-making, bag throwing, swing, peacock dance, elephant foot drum, martial arts, bath water, etc. <sup>[5]</sup>	349840
De Ang	Luxi county, yunnan province	Crossbow, bamboo slingshot, water drum, flower picking, pole climbing competition, marriage, martial arts, foot drum dance, white elephant, water-splashing festival and deang boxing. There are club boxing, left boxing, four - door boxing, day boxing.	14436

### **3.4.2 The Attitude of Teachers and Students of in Border School Primary School to the Traditional Sports of Ethnic Minorities**

According to the questionnaire survey of all the PE teachers in in Border School primary school, 53 PE teachers, accounting for 53%, are very willing to inherit ethnic sports. There are 24 PE teachers who are more willing, accounting for 24%; There are only 21 PE teachers in general, accounting for 21%; The survey results show that 128 students like ethnic sports very much, accounting for 85.3%, and 13 students like ethnic sports very much, accounting for 8.6%. The average student is 5, accounting for 3.3%; There were 4 students who did not like it, accounting for 2.6%; One student, accounting for 0.6%, disliked very much.

### **3.4.3 The Form of Traditional Minority Sports in School**

#### **3.4.3.1 Physical Education Class**

According to the survey, the total class hours of traditional physical education of ethnic minorities in in Border School primary school are generally only 4-6 class hours per semester, accounting for less of the total physical education hours. During the 4-6 school hours, I taught at least 3 practical courses of traditional sports of ethnic minorities, and the teaching tasks of each class were difficult to complete. Traditional sports such as minn.

#### **3.4.3.2 Big Class and Class Activities**

The big class activities can be used as a supplement to the physical education class, which enriches the content of the big class activities of in Border School Elementary School <sup>[6]</sup>. On the Wednesday major classes of in Border School Elementary School, with the sound of Jingpo music, the teachers and students of the school join together a powerful drum and jump in love Qiu Nao Zongge; every Friday, during the big class, accompanied by the soft Dai music, teachers and students danced the Dai peacock dance; every Monday, Tuesday, and Thursday, the whole school teachers and students jumped according to the German A mix of ethnic rhythms performed by the five Hongju ethnic minorities.

#### **3.4.3.3 Campus Cultural Activities**

According to the survey, 64% of the students in the country have participated in the traditional sports activities of ethnic minorities organized by campus culture; 53% of the students have participated in the festival celebrations of ethnic minorities; 14% of students participated in cultural performances. In the exchange with teachers, it was found that cultural activities on campus carry on the traditional sports of minority nationalities.

## **4. Conclusion**

### **4.1 Strengthening the Implementation of Policies on the Inheritance of Traditional Ethnic Cultures**

First country introduced many related policies and regulations, etc., formulate the corresponding provisions, or you can set up the department of national traditional sports protection, followed by local government, should not go to school regularly to understand the development of traditional ethnic sports, to strengthen the enforcement and can play a positive role, make national sport get better development and inheritance.

### **4.2 Strengthen the Cultivation of Talents for Inheriting Traditional Ethnic Sports in Guomen Primary School**

It is suggested that the school should introduce a large number of professional talents or cadres to strengthen the faculty, or the school can organize teachers to go abroad for further study.

### **4.3 Improve Traditional National Sports Programs to Make Them More Suitable for Students' Needs**

Combining with the local development, the traditional sports of ethnic minorities are included in the teaching curriculum. At the same time, the project should be modernized to make it more interesting, educational and fun for students.

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