

The Educational Value of Outdoor Sports in the Formation of Team Awareness among Chinese Secondary School Students

Yuqi Tian^{1,a,*}

¹*Capital University of Physical Education and Sports, Beijing, China*

a. 2454735011@qq.com

**corresponding author*

Abstract: This study aims to explore the educational value of outdoor sports in the process of team awareness formation among Chinese secondary school students. Through literature review and questionnaire surveys, this essay have found that outdoor sports play a significant role in cultivating team awareness among secondary school students in China. Outdoor sports promote cooperation and interaction among students, nurturing their communication, leadership, and problem-solving abilities. Furthermore, the challenging and dynamic nature of outdoor environments can stimulate students' adaptability and innovative thinking. However, there are still some limitations in current research in this field. Therefore, based on relevant literature, this essay conducted an in-depth study on the educational value of outdoor sports in the formation of team awareness among Chinese secondary school students. Additionally, schools and teachers should emphasize the importance of outdoor sports by providing more outdoor activity opportunities, allowing students to experience the joy of teamwork in practice and cultivating their team awareness and overall competence. This study provides theoretical and practical support for the cultivation of team awareness among secondary school students and offers recommendations to enhance practices in this field.

Keywords: outdoor sports, team awareness, secondary school students, educational value

1. Introduction

In the context of physical education activities in Chinese high schools, team awareness plays a pivotal role in guiding students towards the development of good character and the formation of correct life values. The essence of all collective activities lies in teamwork, where individuals within a team assist each other, define their responsibilities, influence one another, and share a common awareness and willingness to progress together towards a common goal. From the perspective of team awareness, everything centers around individuals, and the fundamental problem addressed in teaching is the development of students' physical and mental qualities to meet society's demands for talent. The "Outline for the Implementation of Civic Morality Construction" emphasizes, "Various types of sports activities should be carefully organized and guided to attract public participation, fostering an atmosphere of health, unity, and striving to inspire people's team spirit and patriotism" [1]. From an individual perspective, whether for educational purposes or the intrinsic value of team awareness itself, it can be nurtured through physical exercise.

With the progress of society and the improvement of people's economic status, many parents tend to excessively pamper their children, leading to a situation where many high school students are self-

centered, indifferent to others, possess a strong sense of self, lack independence, lack teamwork, cooperation spirit, and social responsibility. They are accustomed to working alone in daily academic and social activities, not collaborating with other students, thus hindering the comprehensive formation of team spirit. Similarly, society's demand for talent is no longer limited to technical and industry-specific skills; it also emphasizes team awareness. In high school physical education, teachers must not only impart sports-related knowledge and skills to students but also cultivate their strong team awareness, making them realize the importance of teamwork. The cultivation of team awareness should take place through specific practical activities, allowing students to develop this awareness through continuous cooperation within teams. This is highly beneficial for high school students' future learning, life, and work.

Outdoor sports encompass a set of adventurous or experiential sports activities held in natural environments. These activities include mountaineering, rock climbing, cliff rappelling, kayaking, scuba diving, sailing, orienteering, and others. Most outdoor sports are characterized by their adventurous and extreme nature, offering significant challenges and excitement while embracing nature and self-challenge. Outdoor sports are one of the three main sources of modern sports development and have their roots in the outdoor pursuits of the British nobility, providing a solid foundation for the development of modern sports. Over the years, outdoor sports have attracted a wider audience, with their educational value becoming more prominent, serving as an essential platform for enhancing individual qualities and recreational entertainment. Activities conducted in ordinary schools and classrooms are generally relatively independent, with young people primarily engaging in tasks such as attending classes and completing homework individually. In contrast, outdoor sports require young people to form teams, engage in specific activities as groups, live, play, and learn together as team members. In this interactive process, they come to understand the importance of rules, responsibilities, comprehension, and collaboration [2]. Outdoor sports for young people comprehensively assess and develop their physical fitness, intellectual abilities, and organizational skills. Actively promoting outdoor sports in China is conducive to fostering the core values of patriotism, unity, peace-loving, diligence, bravery, and self-improvement among young people. It also promotes the enhancement of Chinese educational philosophies, directing young people's entertainment towards healthier and more beneficial directions and addressing practical issues faced during their growth. By exploring the process of outdoor sports in constructing team awareness among Chinese secondary school students, this essay can delve into how students establish team awareness through behaviors such as cooperation, coordination, and communication during outdoor activities. This will contribute to an understanding of the development and growth of secondary school students in a team environment. Additionally, in comprehending the cultivation of teamwork skills among secondary school students through outdoor sports, this essay can reveal the effects of outdoor sports on fostering teamwork skills, including how they promote mutual dependence, trust, and a sense of responsibility among secondary school students. This insight can aid in providing effective educational strategies to promote the development of teamwork awareness among secondary school students. While reviewing existing literature, it was evident that many recognize the importance of team awareness for the future development of Chinese secondary school students. However, there is a limited amount of research focused on highlighting the educational value of outdoor sports in the formation of team awareness among Chinese secondary school students.

2. Literature Review

2.1. Development History and Conceptual Characteristics of Outdoor Sports

Outdoor sports in China emerged nearly a century later than in foreign countries. In the 1980s, with the opening of China's outdoor resources to the world, foreign mountaineers and adventurers

introduced new concepts of outdoor sports. In 1993, the China Mountaineering Association held the first National Outdoor Sports Seminar in Beijing, marking the first comprehensive discussion and organization of outdoor (wilderness) sports in China [3]. This event significantly accelerated the popularization of outdoor sports in China. Outdoor sports refer to physical activities conducted by individuals using their own physical strength or the forces of nature in natural environments. Based on an analysis of the concept of "outdoor sports" in both domestic and international contexts, as well as the identification of constituent elements and characteristics of outdoor sports, Ma Xinxiang and Tian Zhuang propose three core elements for defining outdoor sports: 1) the outdoor sports venue is based on a natural environment with three environment types, ranging from natural to artificial, displaying continuity; 2) the relationship between outdoor sports participants and the environment is interactive; 3) the fundamental characteristic of outdoor sports is that they are powered by the human body or natural forces, embodying modern environmental protection concepts. Therefore, the definition of outdoor sports encompasses physical activities conducted by individuals using their own physical strength or the forces of nature in natural environments [4].

2.2. Functions and Values of Outdoor Sports

As national fitness and public health become deeply integrated, outdoor sports are gradually becoming a beloved form of physical activity among the masses. Recently, eight government departments, including the General Administration of Sport of China and the National Development and Reform Commission, jointly issued the "Development Plan for the Outdoor Sports Industry (2022-2025)," providing further policy support for the development of the outdoor sports industry [5]. Outdoor sports not only serve as a comprehensive means of physical exercise but also possess profound educational value. Therefore, exploring the educational functions of outdoor sports and feasible implementation approaches, especially their profound impact on various aspects of the physical health, emotional development, character formation, and value system of today's youth, is essential [6]. Adolescents are in a period of rapid personality formation and moral awareness development. They are beginning to understand society but often lack the experience and discernment of right from wrong. As a result, positive guidance and encouragement are needed in their education. Outdoor sports, an emerging and fashionable physical activity, primarily leverage the influence of nature, supplemented by outdoor instructors, to engage adolescents in collective expansion activities that foster comprehensive qualities, satisfying their needs for healthy development. Outdoor sports have a positive impact not only on the physical and mental development of adolescents but also on their social adaptability, creativity, and the formation of a wholesome personality. The educational value of outdoor sports for adolescents includes cognitive education, moral education, resilience education, innovation education, and environmental education [7]. Participation in outdoor leisure sports enables individuals to find a sense of belonging in nature, enhances their self-awareness, and improves their leadership skills. It also contributes to better time management, motivation in life and learning, and increased environmental awareness [8]. Health encompasses physical and mental well-being. Only when individuals can positively confront challenges and achieve goals in society can they be considered healthy. In outdoor sports education conducted in outdoor settings, scenes of facing wind, rain, and extreme weather conditions are common. However, these challenges are not undertaken blindly; they occur with a thorough understanding of the laws of nature, proper shelter, and the possibility of retreat. Overcoming numerous challenges to reach expected goals allows high school students to experience growth repeatedly, making them physically stronger and mentally resilient [9].

2.3. Research Overview

Current research has primarily focused on the origins and development of outdoor sports in China and their impact on the physical health, character formation, and comprehensive qualities of adolescents. However, there is limited research that delves specifically into the effects of outdoor sports on high school students. This paper builds upon previous research and focuses on how outdoor sports stimulate team awareness, physical fitness, and overall capabilities among adolescents.

3. Research Methods

In April 2023, tracking observations and preliminary surveys were initiated at a high school in Beijing. Based on the survey findings and communication with teachers within the school, a questionnaire related to "the status of outdoor sports among Chinese high school students and their awareness of outdoor sports" was developed.

Taking into consideration the variations in the implementation of outdoor sports in schools in Beijing and differences among various districts, two high schools located in different districts were ultimately selected for observation. A batch of 300 questionnaires was distributed, and all 300 were successfully collected, resulting in a 100% response rate. A total of 276 questionnaires were deemed valid, yielding a response rate of 92%. The questionnaires were distributed to first-year students in two high schools located in the Xicheng and Haidian districts of Beijing. Questionnaire distribution took place on May 10, 2023.

Furthermore, to ensure the reliability and validity of the study, individual interviews were conducted with 10 students and 2 physical education teachers from the two selected schools. The interviews were conducted on May 20, 2023..

4. Research Results

4.1. Strong Interest in Outdoor Sports among High School Students

Analysis of the survey results reveals that nearly 70% of students exhibit a strong interest in outdoor sports. Outdoor sports offer diverse experiences such as team-building activities, hiking, camping, rock climbing, and water sports, fulfilling the needs of adolescents seeking excitement, challenge, and adventure. Additionally, 60% of students attend schools that already offer outdoor sports-related courses. By providing outdoor sports courses, schools offer students opportunities to engage in outdoor activities, fostering their team awareness, communication skills, problem-solving abilities, and adaptability to changing environments.

4.2. Awareness and Personal Growth

Analysis of the survey results shows that nearly 60% of students participated in school-organized outdoor sports courses during their first year of high school. Engaging in outdoor sports courses during this period allows students to develop teamwork, communication, and problem-solving skills in natural environments, laying a solid foundation for their future learning and life.

However, among the remaining students, some only participated in school-organized outdoor sports courses during their second year of high school, while others did not participate in such courses at all. This variation may be attributed to differences or limitations in how schools arrange outdoor sports courses or individual students' interests and other academic or time constraints. For those students who joined outdoor sports courses during their second year of high school, they still have the opportunity to benefit from similar activities, fostering team awareness and personal growth.

4.3. Outdoor Activities Foster Team Awareness

Eighty percent of students believe that participating in outdoor activities helps them develop team awareness. Among them, 70% of students consider team-building games as the activity that most helps them realize the importance of team awareness, while the remaining students believe that activities like hiking and camping, orienteering, and team cycling also contribute to their understanding of team awareness.

According to the survey results, 80% of students find participating in outdoor activities beneficial for developing team awareness. The challenges and difficulties in outdoor environments require team members to depend on and support each other. Thus, through participation in outdoor activities, students can cultivate a spirit of teamwork and recognize the significance of teamwork in achieving common goals.

Among these activities, 70% of students consider team-building games as the most effective for realizing the importance of team awareness. Team-building games involve problem-solving through teamwork, requiring students to collectively brainstorm, devise strategies, and collaborate to complete tasks.

4.4. The Importance of Team Awareness

The analysis of survey results reveals that 80% of students believe they possess team awareness. This reflects students' confidence in their ability to cooperate, collaborate, and communicate with others.

Furthermore, nearly 85% of students consider team awareness to be extremely important for high school students. This indicates that students generally acknowledge the significance of team awareness during their high school years. High school students are in a crucial phase of growth and development where they need to interact with classmates, teachers, and the social environment, learning how to cooperate with others and collectively achieve goals.

4.5. Outdoor Activities Enhance Team Awareness

Seventy percent of students believe that their classes or groups do not lack team awareness, and 70% of students think that if their classes or groups lacked team awareness, participating in outdoor activities would help enhance team awareness and cohesion.

According to the survey results, 70% of students believe that their classes or groups do not lack team awareness. This indicates that students have a positive evaluation and awareness of team awareness within their classes or groups. Students recognize the presence of teamwork and solidarity among members of their classes or groups.

At the same time, 70% of students believe that if their classes or groups lacked team awareness, participating in outdoor activities would help increase team awareness and cohesion. This reflects students' recognition of the ability of outdoor activities to cultivate team awareness and cohesion.

5. Analysis of Research Results

5.1. Meeting Students' Adventurous Needs to Promote Team Awareness

By fulfilling students' needs for exploration, excitement, and adventure, outdoor sports can promote team awareness among high school students. Conducting outdoor sports-related courses and activities can cultivate students' teamwork, communication skills, and problem-solving abilities. Additionally, the outdoor environment can stimulate students' creativity and leadership while fostering self-confidence and resilience.

The data results reflect the focus of school education on nurturing students' teamwork, leadership abilities, and physical and mental well-being. By offering outdoor sports courses, schools provide students with opportunities to participate in outdoor activities, thereby fostering their team awareness, communication skills, problem-solving abilities, and adaptability to changing environments. This trend indicates a growing recognition of outdoor sports education in Chinese education. Outdoor sports not only offer students opportunities for physical exercise and the development of health awareness but also inspire their creativity, teamwork, and leadership in natural environments. By collectively facing challenges and overcoming difficulties with their peers, students can build self-confidence, cultivate resilient characters, and experience personal growth.

5.2. Participating in Outdoor Courses During the First Year

Encouraging students to participate in school-organized outdoor sports courses during their first year of high school can promote their team awareness and personal growth. This period is crucial for students to adapt to new environments, establish social relationships, and set learning goals. Engaging in outdoor activities can help students develop teamwork, communication, and problem-solving skills, laying a solid foundation for their future learning and life. For those students who participate in outdoor sports courses during their second year of high school, they can still benefit from similar activities, fostering team awareness and personal growth.

5.3. Stimulating Team Awareness among High School Students Through Collective Challenge-Based Outdoor Activities

Participating in outdoor activities such as team-building games, hiking and camping, orienteering, and team cycling can help drive team awareness among high school students. Eighty percent of students believe that participating in outdoor activities contributes to building team awareness, with 70% of them considering team-building games as the most helpful activity for understanding the importance of team awareness. These activities require students to cooperate, coordinate, and communicate during challenges and tasks, cultivating their spirit of teamwork and emphasizing the importance of teamwork in achieving common goals. Activities like hiking and camping, orienteering, and team cycling also enhance students' awareness of teamwork and promote their team awareness development. Therefore, outdoor activities hold significant value in fostering team awareness among high school students.

5.4. High School Students' Awareness of the Importance of Team Awareness

Students have a clear understanding of the critical role team awareness plays in the growth and success of high school students. By nurturing team awareness, students can better adapt to the social environment, comprehend the value of cooperation and collaboration, and establish a solid foundation for personal career development, academic achievements, and future success. This underscores students' awareness of team awareness and its necessity during the high school years. Schools should commit to fostering students' team awareness to help them excel academically and prepare for future success.

5.5. The Ability of Outdoor Sports to Inspire Team Awareness

Data analysis indicates that students hold a positive evaluation of teamwork and solidarity within their classes or groups while recognizing the positive role of outdoor activities in cultivating team awareness and cohesion. Outdoor activities typically require team members to rely on and closely collaborate with each other, enhancing team awareness and strengthening relationships among

members. Schools and educational institutions can leverage this understanding by organizing and supporting outdoor activities to promote team awareness within classes or groups. This will provide students with opportunities to develop teamwork skills and cultivate team awareness, thereby fostering the development and growth of classes or groups.

6. Conclusion

This study aimed to explore the educational value of outdoor sports in the development of team awareness among Chinese high school students. Based on the analysis of the data results, this research has clarified the significant role of outdoor sports in nurturing team awareness among high school students. It can cultivate students' spirit of cooperation, coordination abilities, communication skills, overall qualities, and leadership talents. Therefore, this essay recommends that schools and teachers should enhance their focus on outdoor sports and incorporate them into regular curriculum design and teaching practices. By providing more outdoor sports opportunities and activities, students can experience the joy of teamwork in practice, thus promoting the development of team awareness. Through in-depth research on the educational value of outdoor sports in the process of building team awareness among Chinese high school students, this essay can provide theoretical and practical support for educational practices. Strengthening the emphasis on outdoor sports, conducting outdoor sports-related courses, will contribute to improving the quality of cultivating team awareness among high school students and promoting their overall development and success.

References

- [1] Editorial Committee.. *Circular of the Central Committee of the Communist Party of China on Issuing the "Outline for the Implementation of Citizen Morality Construction."* *State Council Bulletin*, , 4-9.
- [2] Cao, X., & Wu, D. . *Outdoor Sports and Comprehensive Development of Adolescents.* *Chinese Youth Research*, 25-29.
- [3] Qi, R. *Research on the Current Situation and Countermeasures of Outdoor Sports Development in China.* *China University of Geosciences*. 1-58.
- [4] Ma, X., & Tian, Z. *Re-examination and Identification of the Concept of Outdoor Sports.* *China Sport Science and Technology*, 51,140-145.
- [5] Fan, J. *Outdoor Sports Welcome New Development Opportunities.* *People's Daily*, 1-2.
- [6] Liu, J. . *Understanding the Educational Functions of Outdoor Sports and Feasible Approaches to Implementation.* *Bulletin of Sports Science and Technology*, 28, 139+153.
- [7] Guo, W. *The Value and Implementation Path of Outdoor Sports Education for Adolescents.* *Journal of Hunan Radio and Television University*, 145-149.
- [8] Li, F., & Tan, C. *A Study on the Educational Value Analysis of Outdoor Leisure Sports.* *Neijiang Science and Technology*, 106.
- [9] Zhao, Z. *Analysis of the Necessity and Feasibility of Conducting Outdoor Sports Physical Education in Urban Middle Schools.* *Northeast Normal University*, 1-37.