The Definition of Sports Concept and Analysis of Its Historical Evolution

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Abstract: *The status of sports in today's life is rising day by day. As a sports culture person, the most important thing to spread sports culture better is to clearly define what "sports" is. At different stages of development in modern times, the discourses on sports concepts at home and abroad have shown the characteristics of "historic and epochal", reflecting people's different understandings of the attributes of sports at different stages. This article discusses the definition and historical evolution of sports concepts at home and abroad from different historical stages in order to better understand and study sports.*

Keywords: Sports concept, Definition, Evolution.

1. Introduction

The term "sports" has experienced more than a hundred years of development since it was introduced into my country through Japan at the end of the 19th century and the beginning of the 20th century. During this period, scholars have never stopped researching and discussing the concept of "sports", especially now that sports have become an important part of social activities, such research is in full swing. However, people still do not have a unified understanding of the concept of "sports". Because in different eras and backgrounds, people have different perceptions and values of things. In different countries, nations, languages, etc., people perceive problems from different perspectives, so there are differences in the concepts or definitions of things. Even in the same country, nation, and language, the concepts or definitions will be different. Therefore, the explanation of the concept of sports is still not unified.

The reason lies in the amazing development and openness of sports itself, and this development and openness are still being strengthened and expanded with the progress of society and the development of the times. This article attempts to start with the development and evolution of the concept of "sports" at home and abroad, to clarify the changing trend of the concept of "sports", so as to deepen the knowledge and understanding of the concept of "sports".

2. Historical Review and Definition of the Concept of Chinese Sports

2.1 The Source of Sports

Although sports have a long history, the term "sports" appeared relatively late. Because before the word "sports" appeared, countries around the world had different names for this activity process. In ancient Greece, games, wrestling, gymnastics, etc. were once listed as educational content. In the 17th-18th centuries, hunting, swimming, mountain climbing, running, jumping and other activities were also added to Western education, but there is no uniform name yet. In 1762, Rousseau published the book "Emile" in France. He used the term "sports" to describe the physical education process of Emile's body maintenance, cultivation and training. Because this book fiercely criticized the church education at

that time and caused great repercussions in the world, the term "sports" was also circulated around the world at the same time. From here, we can clearly see that the word "sports" originated from the word "education", and its earliest meaning refers to a specialized field in the education system. By the 19th century, the word "sports" was widely used in the world's educational developed countries. At the end of the 18th century, German J.C.F. Guzmuz classified and integrated these activities, collectively referred to as "gymnastics". Entering the 19th century, on the one hand, Germany formed a new gymnastics system: and widely spread in Europe and the United States; on the other-on the other hand, a variety of new sports have appeared one after another. In schools, more sports events beyond the scope of the original gymnastics have been gradually developed, and a new concept of "sports education using physical activity as a means" has been established. Therefore, for a considerable period of time, the two words "gymnastics" and "sports" coexisted, mixed with each other, and were rather chaotic. It was not until the beginning of the 20th century that they were gradually collectively called "sports" in the world.

My country has a long history of sports, but "sports" is a foreign word. It was first seen in the late Qing Dynasty at the beginning of the 20th century. At that time, a large number of Chinese students went to Japan to study in Japan. From 1901 to 1906, there were more than 13,000 students. Among them, there are many who study physical education. After returning to China, they introduced the word "sports" to China. Around 1902, some students studying in Japan introduced the term "sports" from Japan. With the continuous influx of western culture into our country, the content of school sports has also developed from single—gymnastics to diversification. Basketball, track and field, football, etc. have appeared in the classroom. Many people of insight suggested that school physical education should not be called gymnastics, and the conceptual level must be clarified. In 1923, the "Draft Curriculum for Primary and Secondary Schools" officially changed "gymnastics" to "physical education". Since then, the term "sports" has become a technical term to mark physical education in schools[1].

2.2 The Evolution of Similar Concepts in Ancient Chinese Sports

In ancient China, there was no term “sports”. The sports in the Chinese slave society were only sports in the perception stage, and almost all the sports activities that emerged were subordinate to other activities. For example, “shooting” is regarded as a means of teaching and governing by “rituals”, “imperial”, “wuwu”, “shooting and hunting”, weapon training, etc., are used as means of military training and familiarization with the art of war and formation; school education The “shooting”, “imperial”, “dance” and so on in the middle are the rudiments of sports. Sports at this stage is just the embryonic state of sports. In the feudal society, sports gradually formed the “consciousness” of sports, which is the way of keeping one’s health. It has a better understanding of the purpose and function of sports, so some concepts similar to sports and gymnastics have appeared, such as “health maintenance” and The narrow sense of “sports” is similar, and the narrow sense of “gymnastics” or “physical exercises” is similar to “shape-building” and “daoying”. “Exercising martial arts” and “advancing martial arts” are similar to “military sports training”, and “labor” and “sports” are similar to “physical activity”. There is a lack of internal social connection between various sports activities, so it has not been able to form a relatively independent organic unity and related theory and method system. Although from a partial point of view, sports activities such as martial arts, health care. Daoyin, ball games, chess games have their own complete systems, but they have not yet appeared-a concept or term that can summarize all sports activities. The above concept reflects the important characteristics of ancient Chinese sports that pay more attention to embodying the spirit[2].

2.3 The Evolution of Modern Sports Concepts in China

Dialectical materialism believes that concepts are only the reflection of the essence of objective things in human consciousness. From this point of view, the concept of sports is the reflection of the essence of sports in people’s consciousness.

The development of the concept of sports in my country has certain stage characteristics, and scholars in different eras have different interpretations of the concept of sports. Marxism believes that the evolution of all things is the result of contradictory movement within things and is governed by their own development laws. The development and evolution of the concept of sports is also like this. It has its own unique law of development. At the same time, this law is produced under the action of multiple factors inside and outside. Based on this, this article attempts to analyze the evolution of sports concepts from different historical stages.

2.3.1 The founding of New China to the early 1970s

During this period, my country took “sports” as an educational method, but on the basis of school education, it has risen to the level of social and cultural education. Under the centralized guidance and development of the new regime, people’s understanding of sports was relatively single, coupled with the ideological shackles of the “Cultural Revolution”, resulting in relatively few normative expressions of sports concepts during this period, and it was even published by the People’s Sports Publishing House in 1961. There is no definition of the concept of sports in the textbook

of “Sports Theory”. This history also shows that the understanding of the concept of sports is affected and restricted by many factors such as the level of social development and the level of educational development. And it is closely related to the political background at that time[3].

2.3.2. The Concept of Sports since the Reform and Opening Up

(a) From the late 1970s to the early 1980s, it was established that physical education is an integral part of education

In 1980, the first issue of “Journal of Chengdu Institute of Physical Education” published an article by Mr. Xiaofeng Hu on “Several Issues Concerning the Sports Science System”. He regarded sports as a social phenomenon, an integral part of education, and established and improved the society of sports. status. The greatest contribution lies in affirming the value of “people”. In June 1982, Mr. Xiaofeng Lin’s definition of sports in “Sports and Sports Methods” contributed to the school sports at that time. This definition separated physical education from sports training and won a place for physical education in schools. It has played a positive role in restoring the status of school physical education in education after the Cultural Revolution, which is beneficial to school physical education for all students and enhance their physical fitness. However, it should be said that physical education is not comprehensive. This kind of thinking is similar to that of some Japanese scholars in the same period. In 1983, the second issue of (Sports Science) published an article by Mr. Bingguo Liu on “How to Determine the Concept of Sports” Component[3].

(b) In the middle and late 1980s, it was established that sports are an integral part of culture

Since the reform and opening up, the definition of sports concept is very rich. With the reform and opening up, emancipating the mind, developing productivity, etc., sports thinking is also very active. During this period, various related textbooks of physical education colleges described the concept of physical education. For example, in the textbook “Sports Theory (Trial)” compiled internally by the National Physical Education Institute in 1980, it was written: “Sports is understood in a broad sense. Sports technology level, a purposeful and conscious activity that enriches social and cultural life. Sports is a component of social cultural education, subject to certain constraints of socio-political economy, and serves it. From a narrow sense, it refers to the promotion of the human body A purposeful, planned, and organized education process for comprehensive development, strengthening physical fitness, learning and improving sports knowledge, technology and skills, and cultivating moral will.” The book emphasizes sports and labor, politics, and economics. The relationship between the three and reflects the characteristics of the era of the concept of sports and the basic understanding of sports in the theoretical field. Secondly, in 1985, the book “Introduction to Sports” compiled by Xiangjun Cao stated: “Sports is a purposeful, conscious, and organized social activity. It is a part of social culture, including sports (in a narrow sense), competitive sports, physical exercise, and Physical entertainment.”[3]

It is particularly worth mentioning that in the Yantai Conference in 1982, the “big sports concept” and “true sports concept” of the sports concept became the focus of controversy. Douyin Xiong is one of the advocates of the “big view of sports”. He put forward the view that “sports” should have a big concept. He believes that sports should be defined in accordance with the principle of a holistic view. The category of sports should include physical education, social sports, and athletics. Sports, etc., “Sport” (hereinafter referred to as “S”) can best represent sports, while “Physical Education” (hereinafter referred to as “PE”) is only a narrow sense of sports, and cannot represent sports. Obviously, Douyin Xiong’s views represent the “big sports concept” thinking. Xiaofeng Lin is a representative of the “true view of physical education”. He believes that physical education is an education that enhances physical fitness, and its essence is education. Scholars who hold the view of “true meaning of sports” generally believe that sports and intellectual education, aesthetic education, and moral education together constitute the content of education. S and PE have their own points, and S and PE should be distinguished in understanding. Since then, more scholars have joined these two camps. The fierce debate between the “big sports view” and the “true sports view” has made the academic circles have a deeper understanding of sports, which has become an important driving force for sports academic innovation[3].

(c) From the early 1990s to today, it has been established that human development and social development have a high degree of unity in sports

In 1995, the “Introduction to Sports” published by Higher Education Press explained the concept of sports in this way: Sports is a medium of physical activity, with the direct purpose of seeking individual physical and mental health and overall development, and the training of perfect social citizens. The ultimate goal of a social cultural phenomenon or educational process[4]. It affirms the individual development of human beings, and also affirms the social needs of the society for human development; and pays attention to the unification of the biological, psychological and social outlooks of human health; and includes sports in education, culture, and social phenomena.

In 1996, scholar Douyin Xiong recognized in the article “What is Sports” published in his Sports Culture Guide To: Sports is a complex social and cultural phenomenon. It uses physical and intellectual activities as the means to achieve or promote the overall development of the body according to the growth and development of the human body, the formation and improvement of skills, and to further improve the physical quality and education level, strengthen people’s physical fitness, and improve their physical fitness. The ability to exercise is a conscious, purposeful, and organized social activity to improve a good lifestyle and improve the quality of life[5]. In 2004, he modified the definition of sports in “Thinking about the Integrity and Localization of the Concept of ‘Sports’” to: Sports is a complex social and cultural phenomenon. It uses physical and intellectual activities as the basic means, according to the laws of human growth and development, skill formation and function improvement, to promote overall development, improve physical fitness and comprehensive education level, enhance physical fitness and

improve sports ability, improve people’s life style and life A conscious, purposeful, and organized social and cultural activity of quality[6].

In 1999, in the second issue of “Sports and Science”, Mr. Han Dan published the paper “On Chinese Sports: One Divides into Three”. He wrote in the article: “(1) School physical education is the training activities of all students in physical education knowledge and skills carried out by physical education teachers in accordance with the teaching plan and teaching materials in accordance with the class regulations in the social organization called the school. (2) Society Physical education refers to sports activities for all members of society outside of school for the main purpose of improving health. This is a social matter with a multi-factor and multi-level complex structure. (3) Competitive sports refers to the cultivation of outstanding sports talents and the creation of outstanding The basic task of systematic and scientific training and competition based on performance is to win glory for the country.”[7] Although this article provides a more comprehensive definition of sports concepts, these definitions are not precise.

In 2002, Xiaoming Hu raised the issue that sports should return to the essence of games by tools in the article “From Tools to Toys: Conversion to the Cultural Attributes of Competitive Sports” published by the Sports Science Magazine. He believes that the essence of sports is an entertaining game, but it has only become a tool in the political context of China. He believes that this is a distortion of the essence of sports, so sports should be returned to its essence. Tan Hua also agrees with this view and believes that sports are “games with physical activity.” He believes that the categorization of sports as games includes human physical activity, which is the essential feature of sports, but different sports activities have different rules. He pointed out that the international title of the Olympic Games is Olympic games. The Chinese meaning of game is game and entertainment.

The views of Hu Xiaoming and Tan Hua provide us with another perspective on the concept of sports. However, some scholars believe that the history of sports does not support the view that the essence of sports is games. The view that the essence of sports is regarded as games, ignores the complex social and cultural nature of sports, and cannot explain the many functions and phenomena of sports such as politics, economy, and culture[8].

In 2004, Xikuan Zhou’s “Sports Basic Theory Course” wrote that “sports is a process of human beings’ behavioral activities that use their own sports as the main means to transform themselves and their bodies and minds.”[9]

In 2010, Zuosheng Lu believed that the concept of sports should be culture, and sports should be a cultural activity that promotes the level of sports for the purpose of realizing sports value.[10]

In 2014, Wang Meng believed that the essence of sports should be culture, because sports is the crystallization of human practice and a part of human life.[11]

In 2019, in the fifth issue of the Journal of Chengdu Sport

University 2019 (Volume 45), Renhai thought about the concept of sports in my country at this stage: "Relevant new concepts are emerging, and old concepts are being updated, showing a state of complexity." A new sports context that is different from ever before is being formed; new sports-related concepts are emerging, and old concepts are being updated, showing A state of complexity[12].

2.4 The Definition of Sports Concept in China

In 1925, Chinese scholar Wanbang Fang believed: Physical education is a kind of education that uses the large muscle activities of the body as a tool; The 1947 edition of "Ci Hai" explained sports in this way: the training that assists the body to grow and develop is called sports. It is one of the subjects of primary and secondary schools, divided into games, gymnastics, sports, etc., and is called the three educations together with moral education and intellectual education.; The "Xinhua Dictionary" published in 1971 explained physical education as: physical education refers to the education that exercises the body to enhance physical fitness.; Kuangshi Jiang , a scholar in Taiwan, China, believed in 1975 that physical education is an education that centers on the activities of large muscles, so that the entire body and functions are developed equally.

In 1986, "Encyclopedia of China Sports" explained sports as: In China, the broad meaning of sports is the same as sports. It includes three aspects: physical education (that is, sports in a narrow sense), competitive sports, and physical exercise. Physical education cooperates with moral education, intellectual education, and aesthetic education to become an integral part of the entire education. It is an educational process that promotes the overall development of the body in a purposeful, organized, and planned manner, enhances the physique, imparts knowledge and skills to exercise, and cultivates noble moral qualities and strong will; competitive sports refers to the maximum development and Continuously improve the potential of individuals and groups in physical, physical, psychological and athletic abilities, and scientific and systematic training and competitions to achieve excellent athletic performance; physical exercise refers to the purpose of fitness, medical health, entertainment and rest Physical activity[13].

In the "Introduction to Sports" published by Xiangjun Cao in 1995, he believes that sports is a social cultural phenomenon or a social cultural phenomenon with physical activity as the medium, with the direct goal of seeking individual physical and mental health and overall development, and the ultimate goal of cultivating a perfect social citizen. Education process[14]. In the "Public Physical Education Curriculum of Higher Education Institutions" published in 2018, Junfeng Peng believes that: Physical education refers to education that uses physical activity as a means. It is literally translated as physical education, or physical education for short[15].

Physical education in a narrow sense: usually refers to school physical education, also known as physical education is a purposeful and effective way of comprehensively developing the human body, enhancing physical fitness, imparting knowledge, techniques and skills to exercise the body, improving the level of sports skills, and cultivating moral and

volitional qualities. Planned and organized educational process. It is the foundation of modern sports and an important part of modern education. Generalized sports: Generalized sports (also known as sports) refers to people according to the needs of social production and life, following the law of human growth and development and functional activities, using physical exercises as the basic means to achieve physical fitness, improve sports skills, and think A purposeful, conscious, and organized social activity for moral education and enriching social and cultural life. Sports belongs to the category of social culture and education. It is a specialized scientific field gradually established and perfected with the development of human society. It is part of the general culture of society. Its development is affected and restricted by the socio-political economy. It is also a socio-political economy. service.

3. The Evolution and Definition of the Concept of Sports Abroad

3.1 The Evolution of the Concept of Sports in Ancient Greece

Ancient Greece is the birthplace of modern European sports. The ancient Greeks also popularized practical activities for the purpose of health preservation and fitness, and their connotations were the same as sports. The "Homer Epic" around the 10th century BC recorded a large number of funeral competitions and banquet competitions. From the 5th century BC to the 4th century BC, the Greek philosopher, thinker, and educator Plato's "Utopia" and Aristotle's "Politics" both discussed sports. Although sports played an important role in the lives of ancient Greeks, there are only a few basic terms related to sports in ancient Greek literature, such as athletics (sports, sports), training (training, martial arts education), gymnastics (Gymnastics, athletic coaches) etc. Among these terms, the term "sports" was produced around the end of primitive society in Greece, and has been widely used around the 10th century BC; the term "gymnastics" was produced from the 6th to the 5th century BC[16].

"Gymnastics" in ancient Greece is the general term for all fitness sports. Ancient Greece built a "gymnastic hall" with facilities such as running, jumping, throwing, boxing, and wrestling. Plato's "Utopia" referred to "gymnastics" as "body The theory and method system of training". "Gymnastics" in ancient Greece was also an important part of education at that time. Aristotle also pointed out that the "basic subjects" of Greek elementary schools are often four subjects, namely reading, writing, gymnastics and music. Some add painting. "Gymnastics is usually used to cultivate the character of courage." Helps health and enhances combat power. From the above aspects, it can be seen that the concept of "gymnastics" in ancient Greece is very close to today's "sports", and both contain the meaning of education in both the body and mind. In some ancient Greek documents, "gymnastics" and "sports" were used as two parallel concepts. On the other hand, Aristotle opposed special athletic training and advocated the use of athletics as a means of gymnastics. However, the concept of "sports" is still different from the concepts of "gymnastics" and "sports". It should be noted that today's sports (in a broad sense) can include competitive sports, and the methods are more abundant[16].

3.2 The Evolution of the Concept of Sports in Modern European Countries

After the middle of the 18th century, capitalist production relations have been established in some Western European countries. Modern sports also developed with the rise and establishment of modern education systems, and the term “sports” came into being. Germany is an earlier country that developed modern sports. The father of German gymnastics, Mr. Friedrich Ludwig Young (1778-1852), not only made a historic contribution to the development of gymnastics, but also systematically carried out sports terminology. Finishing[16].

According to the available information, the narrowly defined term “Physical Education” first appeared in France, and the French term “Education Physique” already appeared in French children’s education works in 1762. German school sports pioneer Gutzmutz (1759-1839) used concepts such as physical education and physical exercises that belonged to education in the book “Youth Gymnastics” published in 1793. After the 19th century, the narrow term “sports” appeared many times in education and sports works, such as “Introduction to Sports: Gymnastics and Morality” published by French sportsman Amoros in 1838, British sociologist Spencer 1854 The thesis on “Sports” published in 1888, the book “The System of Sports” published by British sportsman McLaren in 1867, etc[16].

The reason for the emergence and application of the term “sports” is mainly the development of education. Foresighted sociologists and educators all advocate education from three aspects: morality, intelligence, and physical education. This is why sports has long been regarded as a component of education. Part of the reason. The sports that are played in our country’s schools of all levels and types today, that is, sports in the narrow sense, or school sports, also come from this[16].

Our current “sports” in the broad sense appeared later than the term “sports” in the narrow sense. It was born under the vigorous parallel development of outdoor sports in Germany, Sweden, and the United Kingdom. In German, it is the concept of health care; in French, it is interpreted as “the law of physical exercise”. After entering the 20th century, this word still has different meanings in various ethnic languages. For example, German has the meaning of “exercise”. After 1917, the Soviet Union used this word as a broad concept of “sports”. After 1945, some countries in Eastern Europe also accepted this concept. At present, most countries in the world tend to understand it as “sports” in a broad sense. However, how to define this concept is divergent, and it is difficult to unify it for the time being[16].

3.3 Evolution and Definition of the Concept of Sports in Japan

3.3.1 Evolution and definition of the concept of sports in Japan

The theory of physical education centered on body shaping has dominated the Japanese education field for nearly 50 years. In 1932, education scholar Shinohara Sukeichi’s “Sports Secret Talk” was published, which turned the theory

of body shaping to the “sports consciousness theory”[17].

Towards the idealistic direction of mind-body dualism. Shinohara Sukeichi explained his viewpoint in this way: “I understand sports in this way. Will is formed by physical exercise. The body is a part of the will. Conversely, the will is self-fulfilling through the body. Self-created”. This voluntarism view can be said to be a thorough critique of the original theory of the omnipotence of the body and the theory of body maintenance, and it is a foundation for the establishment of sports science. But this mentality first or will first view is another manifestation of the dualism of mind and body, which is a contempt for hygiene and health[17].

3.3.2 Sports concept of “education through physical activity”

After the Second World War, Japan, as a defeated country, was subject to compulsory management by the United States and other countries, and began to move towards democratization. In the “School Physical Education Guidelines” promulgated in 1947, the gymnastics subject was cancelled and the physical education subject was established. Physical education was clearly defined as “sports is an education that develops human nature through practical activities such as sports and hygiene.” The stipulation of this concept of sports first affirms the view that sports is a kind of education. At the same time, it is believed that this kind of education has exceeded the limit of physical education and is a kind of education of human nature and personality. This is a view of body and mind monism that unifies body and mind into one body[17].

3.3.3 The sports concept of “education in sports”

Influenced by the American human movement education thought in the 1960s and later sport education thought and the German sport education thought in the 1980s, Japanese sports concepts and contents have been further developed, and the concept of “education in sports” has been put forward. The formation of this concept can be traced back to the “Learning Guidance Essentials” in 1977 and 1988, in which the concept of “loving sports”, “building a happy and clear attitude towards life” and “being able to exercise joyful” was clearly defined as the formation of this concept. The goal of sports. On this basis, strengthening physical fitness and learning sports skills are the tasks that sports should complete. It is the fundamental task of physical education to cultivate students’ ability to “like and engage in sports for life” through these[17].

In nearly a century and a half, the concept of Japanese sports has undergone a change from a broad concept to a specific concept. Physical education is a concept widely used in school education and a subject concept. The concept of physical education has evolved from the initial “physical education” to “education through physical activity” and “education in sports”. The fundamental point can be summarized as sports starts from the pursuit of physical development, to the pursuit of human health, and then to the pursuit of sports happiness. The change of concept tells us that the development of the concept of sports is from the theory of means to the theory of teleology, and its purpose is from the development of the body to the education of people, and then to the pursuit of the

characteristics of sports itself[17].

3.4 The Evolution and Definition of Modern American Sports Concepts

The connotation of the American sports concept has undergone a process of development and change. In 1919, the American education and sports circles launched a wide-ranging discussion about sports goals. Through this discussion, the concept of "sports is education based on physical activity" has been gradually established, and the boundaries between the two concepts of "sports" and "gymnastics" have been clarified. Since then, "gymnastics" has only been used as the name of a sport[16].

Arthur Stinghouse believes: "Sports (physical education) is a kind of physical education that uses appropriate and appropriate physical activity as a method to train personality and personality. He emphasized that physical education does not refer to any sport, performance or competition. Physical activity is just one method. A complete physical exercise program should be from childhood to 80 to 100 years old, and more importantly, physical exercise for children from 0 to 6 years old." [16]

The American Encyclopedia's explanation of sports is: "Physical education is education about human body structure and physical development, including the study of human physiology, mechanics and its effective use. Sports: refers to improving the body The recreational or entertaining process of various qualities such as skills and strength. It has a wide range, including individual competitive sports and collective competitive sports. This educational process must begin when children learn basic exercise methods that contribute to physical development. And continue in the process of mastering more complex exercise methods in the later stages of children's development. The final stage of the sports process is to cultivate good fitness habits to help formulate the most appropriate standard for physical exercise."

Butcher in the United States believes that sports is an education that promotes the overall development of the human body. The "Webster's Sports Dictionary" published in 1976 explained sports as: sport is an entertaining or competitive activity that requires a certain amount of physical strength or the skill of using certain equipment to score. Kruger, who graduated from James Madison University, believed in his book "Motion Education in Sports" in 1977: Sports is an educational process, which promotes the development of the body and sports skills through teaching, learning, exercise and methods. The mastery of sports knowledge and sports rules can solve the problems that arise in activities. Clarton explained sports in his book "Introduction to Sports and Career" in 1977: Sports is a guide for people's physical activity. Its purpose is to improve physical health and develop social, emotional and intellectual qualities. JAY J. COOAKLEY wrote in the book "SPORT IN SOCIETY" published in 1986: Sport is an institutionalized competition activity. This activity requires physical hard work or is related to the personal use of complex body techniques. Individual participation is achieved through motivations inspired by internal and external factors.

So far, when the United States defines the concept of sports, there is no unified statement, let alone a very fixed upper concept of sports. There are more controversies on both physical education and sport. For the discussion of physical education, it is mainly said that physical education is a process of education, which is to improve the performance of the human body through physical activity. While sport is mostly used in competitive sports, which one is the upper concept of sports is still inconclusive. With the blending of cultures of various countries, new terms such as kinesiology and physical fitness have emerged. The appearance of these terms has promoted the definition of sports concepts and academic exchanges to a certain extent.

4. Conclusion

To sum up, I agree with Mr. Xiong Douyin's point of view: "Sports is a complex social and cultural phenomenon. It uses physical and intellectual activities as the basic means to promote overall development according to the laws of human growth and development, skill formation, and functional improvement. Improve physical fitness and overall education level, enhance physical fitness and improve athletic ability, improve people's lifestyle and improve the quality of life is a conscious, purposeful, and organized social and cultural activity." While agreeing with it, I feel that there are deficiencies. At the same time, whether the physical labor performed by farmers and migrant workers are also sports activities on another level, because they also strengthen their physical fitness and sports ability while working, but their ultimate goal is to make money. Feed the family. Therefore, I believe that this concept is not accurate enough to generalize all sports behaviors.

When dialectical materialism recognizes the relative stability of the essence, it also recognizes that the essence is developing and evolving to a deeper level. We need to find the essence of the things hidden in it, and we also need to recognize the different external manifestations of sports. The more complex the external world, the more we must understand the fundamental attributes of things. Although the phenomena are complex and complex, they should not be chaotic. Our understanding of the nature of things, on the way to explore the concept of sports, we still need to work hard, boldly innovate, and interpret the concept of sports from different angles.

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