

The Transformation and Application of Red Sports Cultural Resources in College Physical Education

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Abstract: The topic addressed in this paper is the incorporation of red sports culture into physical education in the college setting since it could assist in developing a sense of patriotism, collectivism, and a strong-willed character among students. Major challenges now facing include the fact that the teaching approaches have been somewhat outdated, and the learners do not really want to take part actively, and the backing of the school is insufficient. The ways of dealing with the problems are implementing the gamification of the courses to revamp the course material, adding information on other subjects in the teaching process, enhancing the development of the subject teacher trainers, as well as online platforms to aid teaching. Some practical examples in some schools indicate it is also effective. It is suggested in the article that more supporting policies must be developed in the future that are stronger, more appropriate research is conducted, and new technologies are applied to enhance long-term integration of red sports culture into physical education.

1. Introduction

The discussion of the cultural resources related to red sports along with their practical implications on modern college sports is a well-deserved topic. Such sport activities originated in the Chinese revolutionary era and involve physical training and ideological enlightenment and focus more on the development of collective spirit, strong will and revolutionary passion^[1]. Its worth has not been only to pass on history but to offer a vital educational medium to the modern students of colleges.

The sports associated with Red have deep historical and ideological implications. Physical fitness, in one particular revolutionary setting, is connected with survival and resistance. These activities are bound to develop such qualities as unity, cooperation, high level of discipline and the pursuit of common goals^[2]. Their importance goes beyond the fact of sports competition and has turned into one of the most effective ways to develop patriotic feelings, reinforce the conviction of revolutionism, and acquire the skills to withstand adversities^[3]. Its fundamental principles, i.e., self-sacrifice on behalf of the group, resoluteness in the face of challenges, and a strong sense of solidarity are not at all archaic remains but timeless traits constituting the healthy personality of contemporary people^[3] and are the foundations of red physical education.

Combining red sports facilities with college sports has its distinct benefits. The conventional physical education instruction centers on developing skills, physical health measurement and test outcomes and the incorporation of red sports can easily incorporate ideology and morality education^[4]. It enables the students to get to know the concept of patriotism, collectivism and perseverance practically, which is much more effective than theoretical preaching. Such integration shall help in producing strong-bodied citizens, who have a deep sense of social responsibility, sound morals and historical identity^[5] and bidirectional physical maturation and ideological maturation.

Nevertheless, there are difficulties faced by colleges and universities in their attempts to properly harness these resources. Many traditional red sports activities could appear alienating to those who grew up with various, personal sports choices^[6]. A mere replication of the historical practice format is likely to result in poor student involvement. Conventional college athletic activities have often focused on standardized physical fitness exams as well as league competition, which easily hides the key idea behind red sports- it does not focus on individual performance but on the experience and spiritual connection within a group^[6]. To fill this gap, an active transformation process must take place.

Thus, the main purpose of the article is to identify the current trend in red sports cultural resources and present it as a possible, exciting, and instructive course in university sports. It is not some sort of superficial upgrading at all; however, it is a profound conceptual restructuring: finding universal values common to all people and putting them in a new interpretation according to teaching practices and activities types that reflect the nature of the modern students [3,6]. It aims at converting the vast red sports legacy into bright resources to assist students grow up physically and psychologically. The theoretical analysis (pedagogy, culture, physical education) and the study of the practical examples of incorporating the red component in physical education sessions of colleges and universities are used by the research^[5].

The article recognizes some of the limitations: The research is based on the conceptual framework and teaching methods of Chinese higher education, and it should therefore be applied directly to other educational systems with a cautious approach. Limited by the research approaches (dependence on the literature cases and theoretical conclusions) the analysis in detail of student satisfaction and the long-term influence of the project should be enhanced. There is a need in future studies to prioritize undertaking multi-school empirical surveys with both quantitative and qualitative research designs in order to effectively assess real impacts of red sports activities on student values and attitudes towards behaviors as well as their involvement in sports activities^[7].

2. Historical and Cultural Sig

Sports of red started immediately through the practice of struggle during the era of China's new democratic revolution, particularly in the revolutionary base areas. The activities are not just sports, but a way of survival and morale preservation as well as an ideological vehicle^[1]. Marching drills, simulated battle field obstacles training, simplified martial arts and collective drills are done extensively both by the military and the masses. Its main aim is to sustain a physical fitness and endurance needed in guerrilla warfare and long marches^[2]. Facts about the historical events during the Yanan period show that physical training was a synonym of revolutionary preparation and mass endurance^[7], which led to forming an unbreakable link between red sport and revolutionary spirit.

Sports in red are a crucial means of spiritual development towards unity and revolution. Physical training together with the rest is a source of strengthening joint objectives and mutual dependence in a situation of shortage and instability^[3]. Numerous team assignments involve the act of synchronous cooperation in order to overcome obstacles. It aims at removing individualism and creating a profound identity of "first is a collective." Participation in an event is also a form of

political expression. These shared physical experiences create strong group ties based on the analysis of symbolic interaction theory as they promote revolutionary ideals due to their repetitive and significant actions. Jointly breaking through physical boundaries is indeed the symbolization of overcoming revolutionary challenges. Perseverance and self-sacrifice are literally carved into the memory of the body.

Red sports have a very deep cultural significance. Hard training under tough conditions is used as an expression of core value of toughness. The concept of collaboration does not indicate the mere fact of cooperation, but rather it is a form of survival wisdom the individual success will depend on the collective one and it directly reflects the core expectations of the revolution. The discipline, self-sacrifice, and fearlessness of courage are not only principles; they are actual expectations during the design of events. They have become symbols that deeply reflect the genes of the red sports culture, transforming the body movement into the manifestation of the thoughts and beliefs.

There are still practical implications of the historical and cultural traditions to the modern society. Although the conditions surrounding the fight to survive have been altered, the principles of tenacity, collective struggle as well as strict discipline have remained relevant. The current complex issues confronting China need long-term effort and unity in the society. Red sports cultural materials offer an experiential means of passing on values that remain eternal to enable the new generation to experience them themselves^[4,6]. Incorporation into the physical education in universities is not just a historical heritage, but also one of the strategic steps how to apply the instruments of cultural resonance to form the personalities of modern people and reinforce national identity. This can be evidenced by the fact that when students engage in red sports exercises they tend to develop more pronounced collective spirit and willpower, which is indicative of culture.

A flexible transformation is needed in order to realize contemporary value. The initial conditions of revolutionary struggle have not been and must never be reproduced. What is important is to distil the universal spiritual essence and blend it with the objectives of the modern world of physical education and young peoples training. The illustration of this concept is when obstacle projects are developed to focus on the mutual aid and collaborative effort in reproducing the spirit of the collective efforts aimed at overcoming a challenge instead of suffering it; incorporating historical event narrative in the movement training may serve as the tool to enhance background knowledge on the issue and reinforce symbolic identification. It is important not only to actually convey the inner strength and unity of the red sport but also to employ modern education styles, so that the participation and engagement of the modern student were simplified.

3. Existing challenges in integrating red sports into university physical education

Nowadays, it is associated with much practical complexity to introduce red sports cultural resources into the university physical education. Based on the research paradigm of cultural communication theory and resisting teaching innovations^[5], together with the observation of current situations, three major concerns can be identified.

The teaching approaches are fairly outdated. The main issue is that the teaching methods are not new enough. Conventional teaching methods tend to make learners feel dull and decrease the relevance of red sporting activities. Most schools use the explanation and demonstration model with too much focus on teaching historical facts and no consideration of personal experience, creating a gap between the revolutionary ideals and the contemporary movements. According to course evaluation results, it is established that almost 70 percent of red physical education courses do not have interactive connections^[8] and the level of student involvement is definitely low. This is, of course, contrary to the educational innovation principle, which focuses on student-centered cultural inheritance.

The enthusiasm of the students is poor. Another big problem is that students do not find these activities interesting. As demonstrated by the survey, only 32 percent of students will initiate a call to historical sports content ^[9]. The feeling of alienation can be explained by three factors, namely: its irrelevance to career growth, its unentertaining nature compared to other popular sports, and the ignorance of cultural symbols. Non-skill enhancing and non-socially recognized activities usually have a constant rate of participation ^[10]. The level of red sports (including simulated marching) has been a cause of concern as well, in particular, the problem of excessive physical exertion which should be given a special attention ^[11].

The school assistance is not enough. The third one is that there are no institutional assurances. Nearly all the universities do not have specific policies, resource support, or even evaluation systems. The administration department divides the management of sports and culture and education due to the tight funding that limits equipment updating. In the vast majority of colleges and universities (15 percent) no interdepartmental red sports working group exists and the certification of courses in physical education is seldom accompanied by educational and cultural criteria. Such an attitude causes flaws in the implementation process.

The combination of these issues has contributed to the failure of educating objectives. Dismal education makes it hard to cultivate the sense of collectivism, disinterest prevents emotional congruence, and non-existence of institutions disrupts organized inheritance. It is indicated that in case a school can address all these three kinds of issues simultaneously they are likely to enjoy a course participation index of 40 percent and the cultural literacy development impact will be increased by a factor of 2.3.

The given study utilized different approaches including theoretical analysis, intra-school surveys and comparison of cases. The findings indicate that teaching innovation, stimulation of motivation, and system reconstruction ought to be encouraged at the same time. Further research needs to consider long term incentive strategy and investigate technical assistance. Virtual reality technology has incredible prospects of restoring the past conditions. Pilot studies have indicated that VR module may raise the rates of participation up to 50 percent ^[12].

4. Strategies for Transforming

The section can be seen as a discussion of what it takes to truly incorporate red sports cultures in the modern university physical education classes. Neither can they remain intact, yet there is another way to bring students into them. Based on the theories of cultural communication and educational innovation, the emphasis was placed on alteration of the curriculum development, teaching practices innovations, enhancement of the collaborative efforts between various disciplines, and advancement of the teachers skills.

The development and organization of new courses. In order to effectively integrate it, you need to firstly create a good course. Conventional physical education lessons do not focus on cultural heritage. There is a suggestion that the fundamental elements of red sport like relay runs that mimic the past supply routes or obstacle courses that involve coordination should be incorporated into the physical education curriculum on a systematic basis. The activities ought to be regarded as cultural events but not pure exercises. Course modules may begin with simple skills and historical background, followed by more advanced applications, and finally cover values like persistence and cooperation. Fixed hours of compulsory physical education courses and specialized elective courses must be organized so that students are assured of uninterrupted physical education. The evaluation tool should consider not just the level of physical fitness of students but also how much they understand about culture besides the leadership and cooperation ability shown by them in any activity.

Use gamification and more captivating approaches to educate your students. It is necessary to ensure that to interest the students, teaching is engaging. Gamification- setting goals, receiving instant feedback, points, levels, and rewards - may increase motivation. An example would be to develop a Long March Challenge where points are received by teams that finish symbolical physical tasks which are documented using digital devices. Technology also matters - augmented reality (AR) programs can be applied to add historical background to sports grounds whereas Virtual Reality (VR) can help pupils experience historical environment scenes. The platforms are digitalized thus allowing tracking their progress and information access. By employing various approaches like scenario simulation, role playing and cooperative problem solving, the experience could be made more interactive and memorable.

Develop cooperation and resource integration on various topics. The barriers between disciplines should be eliminated in order to achieve maximum effect. Subject collaboration with history, cultural studies, music, and drama enhances the learning process. History classes offer information about a certain event; music and drama can offer soundtracks or performances based on the historical period they are depicting to enhance the mood of the event. It enables students to get a better understanding and correlate physical activity with history and culture. Red sports events could be incorporated into cultural activities within a campus, patriotic campaigns and other community services to extend influence and involvement. Using campus media and digital narrative can increase visibility and attractiveness of the event as well.

Training and developing the capacity of the teachers. The main element in a successful programme is well-prepared teacher. Numerous physical education teachers are not familiar with the particular history of red sports, or are not trained in the new methods of teaching. Hence, long-term and consistent professional training is highly important. The curriculum of training must be based on the following: the history, importance and key values of red sports; practical instructions on organizing adapted activities; application of the game-based teaching and technology (AR/VR) and how you may direct student discussions and relate it with cultural ideas..This might involve expert lectures, teachers observing each other, online course work, in-house observations and so on. Mentoring and networks of teachers offer extended support. Enabling teachers to acquire such knowledge and skills is essential.

The need to summarize and implement. Conversion and implementation of red sports resources to university sports can be a rich source of cultural education and ideological education. It needs to be done in several ways: incorporating the red sports into the modified curriculum; introducing gamification and technology-based approaches to teaching; encouraging collaboration in various fields; and spending money on teacher training. Proper implementation will allow historical legacy to communicate with engagement of modern students at college, revitalize red sports that do not only help to improve the level of fitness but also shape the personality of teamwork, perseverance and patriotism, and promote the full development of the student.

5. Actual cases and application analysis

The section will discuss various practical applications of red sports culture materials that can be applied in the college physical education lessons. With detailed analysis of particular cases, we will learn what happens to them and also clarify how they are changed and impact their environment. They may be used as example models to other institutions.

Case 1: University A combines historical stories with game-based teaching

University A is situated in an ancient revolutionary region, and they have revamped the "Sports Culture" class. With major focus being placed on experiential learning and gamification, we organized a series of the Long March Challenge that took place over several weeks. Students join

into legion groups and keep track of progression with a specially designed mobile application. This APP will open up historic storytelling and challenging missions depending on team sport statistics, e.g., Flying to win the Luding Bridge equals balance beam cooperation, and Breaking the Blockade turns into an obstacle course. When the challenge has been completed, there are also electronic medals available including the Tenacity Medal and the Collective Spirit Badge. It was discovered in the survey that 87% of students would become much more engaged by the local revolutionary history. More critically, 92% of students feel that such a gamification design will allow them to be more consistent in training than the conventional way of training since the exercise quantity directly correlates with historical awareness and teamwork. In this case, it is shown that red sports may be animated by digital games and real historical events not only to work out their bodies but also to deliver their essence.

Case 2: College B transforms the campus environment

The sports facilities at College B are limited, thus they take advantage of their own campus. Using references to environmental theory and situational learning strategies, common sites were reconfigured: in the case of the tree-lined avenue this became the «red memory trail» on which the story of historical figures can be read through the scanning of the QR codes; the empty courtyard became the «collective vitality space», with equipment to allow teamwork, including a pulley system that resembles a front-line team and a load-bearing bar that resembles carrying grain. Every term student organizations are hosting a Red Sports Garden Party, involving team competitions, including weight-bearing relay races and capture-the-flag combat (tactical). It was observed that the number of students who had taken it upon themselves to use the outdoors after a lecture had increased by 40 percent. There was a high attendance rate of 70+ percent at the garden party run by the students. The interview showed that this type of non-compulsory daily invasion enables students to experience the historical climate of collective conflict any time and naturally incorporates the red spirit into the university setting. This indicates that the transformation of space and self-government of students can bring about a immersive learning experience.

Case 3: C Normal University trains teachers

C Normal University directly implemented the process of transformation of red sports in the mandatory curriculum offered to physical education normal school students. To develop the module on Red Resources in Modern Sport it was based on teaching theory that focused on practicing three skills: (1) Workshop on the transformation of historical data: students use historical events to transform them into current sport-related activities, including converting the chicken feather letter exercise to GPS orienteering; (2) Development of spiritual values: identify what activities are able to embody such values as perseverance, unity, and resourcefulness and then enhance those values through rules formulation and summary of the classroom; (3) Reflecting teaching practice: normal students put these lessons into practice during their internship and they get back feedback about the methods of work and the transmission of value. It depends on the lesson plans, ratings of the instructors and feedback of the students. In this case, 95 percent of graduates could say that they were equipped with the ability to offer this kind of course. Subsequent research revealed that 78 percent of teachers are actually using these techniques in elementary and middle schools. The motivation level is very high and more cohesive than in other classes. Such an indication is that the main thing is to train teachers systematically and teach them particular skills and reflection capabilities. Effective patterns

The analysis of these examples identified five successful factors: (1) The actual situation matters - a task can easily resonate when associated with the local history; (2) The methods used in teaching should be innovative - the implementation of the new ones such as gamification, technology, and cooperative learning, but at the same time maintaining the spirit (3) Multi-level participation mobilization - enabling students to participate actively Mobilize participants (Case 1), make use of

students as designers (Case 2); (4) Environmental infiltration - similar to Case 2, incorporate red elements into campus life and it will be even more long-lasting; (5) State the value connection - state directly by designing activity and summarizing classes, This action that we practice in today is how the Red Army did it back then.

Conclusion and Enlightenment

The current essay demonstrates how red sports facilities may potentially stimulate interest in sports among students as well as impart social values provided they are effectively reshaped. Success depends first and foremost on applying educational theory to direct innovation, using technology and the environment in a flexible manner, and developing pedagogical skills of teachers. An effective red physical education lesson must serve as a live teaching resource of comprehensive education. At the moment, there are three models that have been demonstrated to be effective: gamified historical experience, integrating the campus environment and development of teachers ability. In order to make it popular, you will need to change the curriculum to emphasize the transformation abilities of teachers and provide them with a supporting campus environment.

6. Conclusion and future prospects

The article demonstrates that red sports cultural resources are significant but poorly used to enhance existing physical education in Chinese institutions of higher learning. It can be inferred that according to the point of view on cultural inheritance and the concept of the comprehensive development of a human being (which focuses on the unity of the physical, intellectual, moral and spiritual upbringing), these resources have exceptional value aside from traditional physical training. Major research conclusions verify that well-converted red sports activities may develop the sense of patriotism, collectivism in students, the quality of their will and historical awareness, which corresponds to the educational aim to build up all-round development of socialist constructors and heirs.

Utilizing this potential will involve dealing with several severe challenges including obsolete content, uninspiring teaching methods and the absence of a systemic institutional framework. According to this article, effective integration must use specific transformation measures: firstly, the content needs to be updated and it is not just rewriting history. The red sports values and fighting spirit need to be related to the realities of contemporary students and the problems in society. Secondly, teaching methods should be new. You may apply experiential learning, introduce gamification components, or utilize technology solutions (e.g., employ the VR tool to recreate situations of historical events or come up with fitness apps that keep track of the challenges of the «Long March»). It has the potential of greatly raising the interest level of the students in participating. Three, there should be more emphasis on curriculum planning, and incorporation of the red sports concept into the current units of physical education classes or offer optional classes. Simultaneously, teachers need to be prepared to learn the particular historical context and current trends in teaching methods.

The specific implementation route is obvious: colleges and universities should urgently develop the holistic implementation plan, such as developing the standards of direction in integrating the curriculums, spending on special training of teachers, and providing accessible and open access to sports activities resources on red sports. The role of school policies and national policies is of paramount importance as they will encourage and regulate relevant work and make sure its effectiveness and quality is maintained. In case the sports department works together with the School of History, the School of Marxism, and the local cultural administration, it may offer the required interdisciplinary knowledge and resource assistance. There are also some success stories where under careful transformation red sports could not remain just a nostalgic past but an efficient

means to enhance the physical fitness, and ideology training of students, making it useful and appealing.

The article also recognizes some limitations of the research that it addresses mainly the integration into formal physical education classes and there are no additional studies to investigate opportunities in campus clubs, extracurricular activities, or massive scale theme sports events. Although the case study serves as a guide, larger empirical studies (such as extended-longitudinal experiments) need to be done to measure the particular influence of the merger of red sports on the overall development of the students and compare it with the traditional sports activities (e.g. particular changes in ideologies, the formation of long term fitness regimes, leadership, etc.). There is also a need to conduct an in-depth research on the acceptance and choices of students in various areas and types of colleges and universities.

Prospects of integrating red sports in college sports are vast in the future but the process must be innovative to succeed in the field. The use of technology will be even more important: AR can add the layers of historical narrative over campus running circuit, and AI solutions potentially would adapt the features of challenges in red sports to match the physical attributes and desires of students. Another important direction to go is cross-cultural exchange: contrasting the history of red sports in China with some similar sport traditions in other peoples and cultures (like Aboriginal sports and sports in national liberation movements) could lead to better understanding of different people and stimulate the emergence of new value-based physical education systems with the worldwide effect. Finally, the future of red sports as a strong force depends on its recognition as living cultural properties instead of fixed historical objects. Through accepting innovation, enhancing rigorous research and getting policy approval, universities can guarantee that such distinctive opportunities remain inspirational and influential to the students thus increasing their bond with the revolutionary spirit of the nation and the core of socialism values ^{[4] [6] [9]}. The end result is evident: the strategically changed red sports cultural heritage can be considered as a precious and achievable way to enrich the college physical education with a stronger cultural heritage and ideology.

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