

首都体育学院

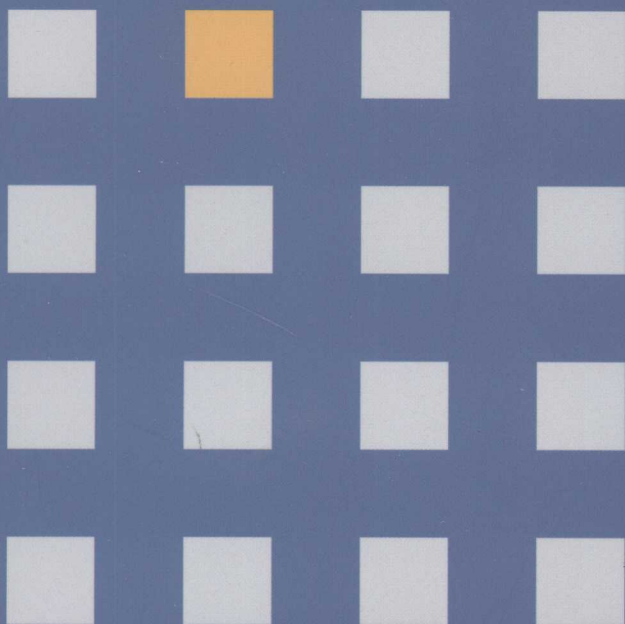
北京市重点建设学科体育人文社会学资助项目

Sport Culture—Bilingual Textbook

体育文化学

——双语教程

茹秀英 主编



北京体育大学出版社

首都体育学院

Capital Institute of Physical Education

北京市重点建设学科体育人文社会学资助项目

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茹秀英 主编

Compiled by Ru Xiuying

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曾在北京新东方学校从事兼职英语教学工作, 并在联合国儿童基金会从事过兼职同传翻译和笔译工作。曾多次担任体育学术会议和大型体育赛事的现场口译, 尤其是承担了首都体育学院和悉尼科技大学联办的体育赛事管理硕士班 8 门课程、共计 300 学时的笔译和课堂口译工作。参与翻译译著《体育运动管理》一部, 为第一主译。出版专著《国际奥委会组织变革与发展的研究》一部, 并先后在各种学术期刊上发表学术论文 20 余篇。担任了中央电视台新闻频道大型系列节目《传奇奥运》的策划工作。

前 言

随着中国体育国际化步伐的不断加快，社会上对既懂体育专业知识又精通英语的复合型人才需求不断增加。因此，我国部分体育专业院校（系）根据形势的发展和需要，开设了相关的双语课程。但目前国内相关教材还相当匮乏，在这种情况下，编者动议编写了该本双语教材《体育文化学——双语教程》，该教材也是目前国内体育人文社会学专业方向的第一本双语教材。

该教材从文化学的视角出发，分别从体育理念文化、体育组织文化、体育赛事文化和体育视觉形象文化四个维度、分四章对体育文化进行了全面的解读和阐释。

该教材是编者在搜集、研读大量英文书籍和文献，在虚心请教体育和英文方面的相关专家，并结合自己教学和翻译工作经验体会的基础上编写而成的，一方面力求体育专业知识内容的全面、系统，另一方面力求英语语言的精炼、实用，力争达到既加深对专业知识理解，又提升英语水平的双语教材的独特功能。该教材不但适合体育专业院校（系）本科生（三、四年级）和体育学研究生使用，同时也适合喜欢体育和英语、并立志从事体育领域对外交流及翻译的人员使用。

由于受编写者水平所限，书中的缺点和错误在所难免，希望批评指正。

——编者

2008年3月8日

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第一章 理解体育理念文化

该书第一章探讨的是体育理念文化,即体育的本质。沿体育运动的连续统一体方向,分别把体育看作是一种玩、一种游戏、一种制度化的游戏、一种社会制度和一种社会情形或者社会系统来进行讨论。

Chapter I UNDERSTANDING OF THE CONCEPTUAL CULTURE OF SPORT

The first chapter of this book looks at the conceptual culture of sport, that is, the nature of sport. It examines the sport continuum in such a direction that we discuss sport as a play occurrence, sport as a game occurrence, as an institutionalized game, as a social institution and as a social situation or social system.

第一单元 体育运动作为一种玩的现象

学习目标

学完此节后，你能：

- ◆ 明确玩的概念
- ◆ 理解玩的特征
- ◆ 区分玩与体育运动的异同
- ◆ 讨论玩在我们日常生活中的作用
- ◆ 掌握主要体育专业术语的双语表达

一、什么是玩

荷兰历史学家约翰·惠泽格（Johan Huizinga）认为，玩是一种有意识地独立于“日常生活”之外的、“并不严肃认真的”、但又深深吸引参与者的自由的活动。玩也是一种与物质利益无关，不会从中获得任何物质利益的活动。它根据固定的规则和一定的形式、在适当的时空内进行。玩促进了社会团体的形成，这些社会团体倾向于神秘化自己，用假扮或者其他方式来强调自己与世俗世界的差异。

凯洛斯（Caillois）对惠泽格的定义进行了严格的分析，将玩重新定义为：玩是一种自由的、单独进行的、不确定的、非生产性的、并受规则约束的、假扮的活动。下面我们将简要地探讨惠泽格和凯洛斯赋予玩的这些特性。

二、玩的特点

（一）自由性

自由意味着玩是自愿参加的活动。也就是说，没有人被强迫参加，玩是在空闲时间进行，随时都可以开始和结束。毫无疑问，许多游戏都具备玩的这个特点，包括某些业余体育活动。然而，自由性不是所有游戏的显著特点，尤其是职业体育运动。

（二）独立性

惠泽格和凯洛斯所说的独立进行意味着玩在时空上受到隔离和限制。玩的这种特点与体育运动密切相关，大部分的体育运动都要在一定的空间里进行，如斗牛场、足球场、高尔夫球场、田径跑道和游泳池。所有的体育运动几乎无一例外地规定了比赛的时间。

（三）不确定性

玩的过程或结果在事先无法确定。相似地，所有游戏的一个主要特点就是结果的不确定性。恐怕正是这个因素才给比赛带来了兴奋和紧张。实力悬殊的比赛中，运动员走走过场，观众也感觉乏味；因此，确保双方势均力敌是体育运动的显著特点。势均力敌集中体现在规模、技术和经验上。例如，规模上的平等是指组成运动联盟与运动联合会的队伍规模大小相当，对于拳击运动员和摔跤运动员来说，就是指分出重量级来比赛。技术和经验的平等就是指：在保龄球和高尔夫球比赛中设置让赛；在组织的内部标明比赛的级别，如大一新生代表队、大三代表队和学校体育中的大学运动队；在职业足球和篮球联盟中，新加盟的球队从其它球队挑选球员。

(四) 非生产性

玩本身不会创造新的物质商品。确实扑克等某些游戏中，玩家间会有钱或者财产的交换，而且在职业体育运动中，胜利会个人带来大量财富。但是，游戏的本质是非功利性的。任何体育比赛都是游戏，游戏通常都是在指定的环境中和具体的规则下进行的。

(五) 受规则约束性

不管是正式的还是非正式的游戏，它们都有公认的规则。有人提议说，体育运动和游戏的区别就是体育运动通常规则更繁琐，有更多的正式规则（也就是说，书面规定和禁止条款）。同样地，体育运动要比游戏有更多、更严厉的制裁。例如，篮球运动员在达到一定数量的犯规后必须退场；曲棍球运动员在犯规后必须在受罚席停留一定的时间；如果足球运动员有违反体育道德的行为，他就将被驱逐出场。

(六) 假扮性

惠泽格和凯洛斯使用假扮一词，是想强调玩不同于“日常的”或者“真实的”生活。玩具有“假装的品质”。尽管有些人会认为玩的这个特点与体育运动没有什么关系，但是有趣地是，威布莱（Veblen）在世纪之交有如下阐述：

体育运动具有游戏假扮的特点，儿童尤其是男孩，在习惯上倾向于使用这一特点。不是所有体育运动都存在同样的假扮性，但在一定程度上，所有的体育运动都具有假扮性。

思 考 题

1. 什么是玩?
2. 玩的特征是什么?
3. 基于你个人的经验和理解, 描述玩与体育运动的异同。

Unit 1 Sport as a Play Occurrence

LEARNING OBJECTIVES

After learning this unit, you should be able to:

- ◆ define a play
- ◆ understand the characteristics of a play
- ◆ distinguish the similarities and differences between play and sport
- ◆ discuss the roles the play plays in our daily life
- ◆ grasp the key sport terms bilingually

1. What is a Play

According to Johan Huizinga, the Dutch historian, play is a free activity standing quite consciously outside “ordinary” life as being “not serious,” but at the same time absorbing the player intensely and utterly. It is an activity connected with no material interest, and no profit can be gained by it. It proceeds within its own proper boundaries of time and space according to fixed rules and in an orderly manner. It promotes the formation of social groupings which tend to sur-

round themselves with secrecy and to stress their difference from the common world by disguise or other means.

Caillouis has subjected Huizinga's definition to critical analysis (Caillouis, 1961, pp. 3 ~ 10) and has redefined play as an activity which is free, separate, uncertain, unproductive, governed by rules and make-believe (Caillouis, 1961, pp. 9 ~ 10). We shall briefly discuss these qualities ascribed to play by Huizinga and Caillouis.

II . The Characteristics of a Play

1. FREE

By free is meant that play is a voluntary activity. That is, no one is ever strictly forced to play, playing is done in one's free time, and playing can be initiated and terminated at will. This characteristic of play is no doubt common to many games, including some forms of amateur sport. It is not, however, a distinguishing feature of all games, especially those classified as professional sport.

2. SEPARATE

By separate Huizinga and Caillouis mean that play is spatially and temporally limited. This feature of play is certainly relevant to sports. For many, if not most, forms of sport are conducted in spatially circumscribed environments; examples being the bullring, football stadium, golf course, race track and swimming pool. And with few exceptions every form of sport has rules which precisely determine the duration of a given contest.

3. UNCERTAIN

The course or end result of play cannot be determined beforehand. Similarly a chief characteristic of all games is that they are marked by an uncertain outcome. Perhaps it is this factor more than

any other which lends excitement and tension to any contest. Strikingly uneven competition is routine for the contestants and boring for the spectators; hence, efforts to insure a semblance of equality between opposing sides are a notable feature of sport. These efforts typically focus on the matters of size, skill and experience. Examples of attempts to establish equality based on size are the formation of athletic leagues and conferences composed of social organizations of similar size, and the designation of weight classes for boxers and wrestlers. Illustrations of efforts to insure equality among contestants on the basis of skill and experience are the establishment of handicaps for bowlers and golfers; the designation of various levels of competition within a given organization as evidenced by freshmen, junior varsity and varsity teams in scholastic athletics; and the drafting of players from established teams when adding a new team to a league as done in professional football and basketball.

4. UNPRODUCTIVE

Playing does not in itself result in the creation of new material goods. It is true that in certain games such as poker there may occur an exchange of money or property among player. And it is a truism that in professional sports victory may result in substantial increases of wealth for given individuals. But the case can be made, nevertheless, that a game per se is nonutilitarian in nature. For what is produced during any sport competition is a game; and the production of the game is generally carried out in a prescribed setting and conducted according to specific rules.

5. GOVERNED BY RULES

All types of games have agree-upon rules, be they formal or informal. It is suggested that sports can be distinguished from games in

general by the fact that they usually have a greater variety of norms and a larger absolute number of formal norms (i. e. , written prescribed and proscribed norms). Similarly, there is a larger number and more stringent sanctions in sports than games in general. For example, the basketball player must leave the game after he has committed a fixed number of fouls, the hockey player must spend a certain amount of time in the penalty box after committing a foul, and a football player may be asked to leave the game if he shows unsportsmanlike conduct.

6. MAKE-BELIEVE.

By the term make-believe Huizinga and Caillois wish to signify that play stands outside “ordinary” or “real” life and is distinguished by an “only pretending quality.” While some would deny this characteristic of play as being applicable to sport, it is interesting to note that Veblen at the turn of the century stated:

Sports share this characteristic of make-believe with the games and exploits to which children, especially boy, are habitually inclined. Make-believe does not enter in the same proportion into all sports, but it is present in a very appreciable degree in all.

Questions

1. What is a play?
2. What characteristics define a play?
3. Describe the similarities and differences between play and sport based on your own experience and understanding.