

普通高等院校通识教育“十二五”规划教材

大学体育 英汉双语教程

College Physical
Education

申伟华 主编



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内 容 提 要

本书以英汉对照的形式讲述了大学公共体育教学相关知识,其主要特点是在促进学生身体健康,学习体育运动基本技术、基本技能和知识的同时,通过双语阅读促进学生学习英语,了解世界上最新的健身理论,了解体育的丰富内涵,增加体育英语的素养,从而增加体育教学的附加值。

全书共 16 章,既介绍了大学公共体育课程教学内容,如体育的性质与目的、体适能计划、篮球、排球、足球、网球、羽毛球、乒乓球、田径、体操与技巧、太极拳等,同时也介绍大学生喜闻乐见课余健身娱乐项目,如保龄球、自行车、定向运动、舞蹈、力量训练等。

本书内容丰富,图文并茂,是大学公共体育教学少有的双语教材,它不仅适用于大学公共体育双语教学,也可以作为体育专业学生、体育教师、教练员等自学参考资料。

◆ 主 编 申伟华

责任编辑 马小霞

执行编辑 曾 涛

责任印制 焦志炜

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前言

在当今世界经济文化日趋“全球化”的进程中，全世界各个国家的交流与联系越来越紧密，这就使得掌握和运用一门通用的国际语言变得更加必要。早在 1928 年国际教育局在卢森堡召开世界第一次双语教育会议上，双语教学还是大多数人反对的对象，可是到了二战以后，特别是 20 世纪 80 年代中后期，由于受到经济全球化的影响，双语教学开始越来越受到许多国家的重视。双语教学作为现代人文教育的重要组成部分，一直受到联合国教科文组织的重视，如在国际教育局（IBE）中成立了专门负责研究双语教学的国际双语研究中心。国际语言的形成和普及将是人类文化精神日益丰富发展的一个必然趋势。随着我国加入世界贸易组织（WTO），各行各业与国际接轨的步伐日新月异，我国迫切需要既掌握专业知识又懂专业外语并具有民族精神与国际视野的高素质人才。为此，教育部于 2001 年、2002 年、2003 年和 2007 年多次发文要求本科教育要创造条件，引进原版外语教材，使用英语等外语进行公共课和专业课教学，力争在 2~3 年内，使双语教学课程达到所开设课程的 5%~10%。为了进一步推动双语教学的发展，教育部还启动了国家级“双语教学示范课程”建设。可以预见，“双语教学”必将成为我国高等教育各个学科课程改革的热点和发展趋势。

在近年来的双语教学实践中，适合我国国情和不同专业要求的双语教学教材十分缺乏，这已成为影响我国双语教学纵深发展的障碍之一。因此，加强双语教学的教材建设已成为推动双语教学发展的重要举措。本教材的特色在于用英汉对照的形式，使大学公共体育课程教学在促进学生身体健康、学习体育运动基本知识、技能和基本技术的同时，通过课外双语阅读和课堂双语教学，了解世界上最新的健身理论与方法，了解体育运动的丰富内涵，增加终身体育的内涵和素养。为了方便普通大学生阅读，本书采用英汉双语的形式排版。

本书由申伟华任主编，周龙慧、马光明、周元超任副主编；其他编写人员为邓逢明、邵永祥、唐海军、付喜阳、何芳、钱江、刘宇、雷鸣、郭清林、文红梅、邓波、杨爱华、郭碧芳、龚静、张妮、白伟华、赵伟丽、黄昌美、曹辉、任双全、胡峰、王科峰、张俊、杨朝刚、吴佳、孙伟、黄

诗豪、杨华峰、邓叶琳、王晓飞、刘志峰、宦丽、陈乐等。全书最后由申伟华串编定稿。感谢王树才、晏政、唐品、江果、李俊丽、陈俊良、田子星、李碧、高朝龙、孙华等为本书插图所做的动作示范。

由于我们水平有限，在编写过程中既要遵从体育专业理论和技术的严密性和准确性，同时还要考虑英语学习的现实要求，虽然力求兼顾二者，但难免出现不足、甚至错误之处，希望得到专家和广大读者的批评指正。

编 者

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Chapter 1

UNDERSTANDING PHYSICAL EDUCATION

第一章 认识体育

Completion of this chapter should enable the student to understand: 通过本章的学习可使学生了解:

The nature and purpose of physical education; 体育的性质与目的;

The objectives of physical education; 体育的目标;

The historical aspects of physical education; 体育的历史学特征;

The social aspects of physical education; 体育的社会学特征;

The psychological aspects of physical education; 体育的心理学特征;

The mechanical aspects of physical education. 体育的力学特征。

In Chapter 1, we will discuss the nature, purpose, and objectives of physical education. And then we will examine some important aspects of physical education, sport, and recreational activities: historical, sociological, psychological and mechanical. This material provides the necessary background for understanding physical education as it relates to wellness.

在本章中,我们将论述体育的性质、目的和目标,然后阐述体育、竞技和娱乐活动的某些重要特征:历史学特征、社会学特征、心理学特征和力学特征。这类资料将提供必要的背景,以便读者可以将体育与全面健康联系起来加以认识。

1.1 Nature and Purpose of Physical Education

体育的性质与目的

What is physical education? Physical education is a course that focuses on developing physical fitness in the youth. Physical education is the systematic education to develop a man physically, mentally, emotionally, and socially through the medium of Physical Activity. Physical education does not mean punishing fitness and conditioning exercises ("no pain, no gain"), even at times inflicted as a form of punishment ("Give me 20 push-ups"). Physical education is not merely free play or recreational time when no instruction need occur, nor is it a non-intellectual activity with no claim to a place in formal education. Physical Education aims not only at physical development but is also concerned with education of the whole person through physical activities.

什么是体育? 体育是一种以发展青少年体能为主要目的的课程。体育是通过身体活动促进人在身体、心理、情感及社交等各方面全面发展的系统教育。虽然体育有时被误解为一种处罚(例如,罚20次俯卧撑),但体育并不意味着痛苦的体能和身体素质练习(一份耕耘,一份收获)。体育既不是无须指导的自由游戏或娱乐,也不是在正规教育中没有地位的非智力活动。体育的目的不仅仅是身体发展,它还通过身体活动涉及人的整个教育过程。

Physical education, when planned and taught properly, is "education through the physical". That is, the activity serves as a medium through which a total learning experience takes place. Do you recall the first time you ever got up on water skis, or jogged a mile or two, or first rode bicycle? If you have been successful at some relatively

difficult and strenuous physical feat, what happened to you self-esteem as a result? In all likelihood of your achievement created a more positive outlook of yourself. In addition, you may have been encouraged to try other types of activities. Researchers have determined that such experiences improve our total being. In other words, physical activity not only improves our physical health, but it enhances our emotional outlook, and even stimulates our intellectual activity and ability. In short, it improves our “wellness” in that improves us totally.

当体育被正确计划和教授时，它就是“通过身体进行教育”。也就是说，体育活动可作为实现全面学习体验的媒介。还记得第一次站上滑水板，第一次参加长跑或第一次骑自行车的情形吗？如果在有一定难度和紧张的身体练习中取得了成功，你会感到自豪吗？可以肯定地说，你会因成功而眉开眼笑。此外，你还可能因此而被鼓励尝试各种其他的活动。研究人员已经证实，这样的体验可以完善人类生命的总体质量。换句话说，体育活动不仅提高了我们的身体健康，而且提高了我们的情感视野，甚至促进我们的智力活动和能力。简而言之，体育增进了我们的全面健康，从而完善了我们的一切。

Physical education is intended to strengthen one's health and harmoniously develop the body. It improves one's physical attributes and skills, helps develop and perfect motor skills necessary in everyday life and work, and eventually leads to physical perfection. Physical education focuses on the teaching of skills, the acquisition of knowledge, and the development of attitudes through movement. Most public schools, colleges, and universities recognize the importance of physical education by making it a part of the curriculum. School physical education and wellness programs provide each person with various opportunities — from the assessment of fitness levels and the appropriate activities that will help overcome personal weaknesses to the acquisition of lifetime fitness-type activities. Physical education utilizes games, sports, aquatics, dance, and other vigorous activities to help the individual achieve the goals of education. Physical education as an important part of the entire education process, will continue to exist.

体育旨在加强人的健康和身体协调发展。体育完善人的身体品质和技能，有助于发展和提高日常生活和工作所必须的动作技能，从而实现身体的全面发展。体育侧重于通过运动来教授技术，获得知识和培养态度。大部分公立学校，学院和大学都因认识到体育的重要性，而将它作为教育课程的一部分。学校的体育和身心健康计划，通过从体能评价到各种适宜的活动，为每个人提供了各种各样的机会，这将有助于克服个人的弱点，掌握终生受益的健康活动技能。体育利用游戏、竞赛、水上运动和舞蹈以及其他各种活动，帮助个人去实现教育目标。体育作为整个教育过程的重要部分，将继续存在。

1.2 Objectives of Physical Education 体育的目标

The well-planned physical education program has the potential contribute in a number of ways to all phases of your educational development. Physical education's contribute is unique since it offers movement as the primary medium through which the educational process may occur. Physical educators are in general agreement that a sound course will comprise the following four objectives.

精心计划的体育教育计划，在很多方面对学生教育发展的所有阶段都有潜在的作用。由于体育教育是以运动作为主要载体的教育过程，因此其作用是独一无二的。一般而言，体育教育工作者都认为一门好的课程应该包括以下4个目标。

1.2.1 Psychomotor Objectives 运动技能目标

Psychomotor objectives usually focus on change and/or development in behavior and/or skills. This refers to the dual role of skill improvement and fitness development that you should experience as a result of your participation in a physical education or wellness course. For example, if you are taking a swimming course, skill improvement would refer to your ability to become a more proficient swimmer as a result of planned class instruc-

tion and directed practice in that skill. Fitness development would refer to improvement in some of the commonly accepted fitness measures as a result of your class participation. In swimming class, you might notice how much more easily you can perform the skill as a result of your class experiences. This may be an indication that your cardiorespiratory system is adapting to the stress placed on it by the exertion from activity. It could also mean that your stroke technique has improved (skill development), and you are now moving your body through the more efficiently. Whatever the reason, both are desirable traits and constitute an important achievement for you and what physical education is all about. Of course, the same argument could be used for any other course you might be taking, whether soccer, fitness walking, dance, racquetball, etc.

运动技能目标通常强调行为或技能的变化和发展。这涉及到技能提高和体能发展的双重作用,是参与体育或健康课程时的体验结果。例如,如果你正在学习游泳课程,精心计划的课程教学和直接练习将使你的技能能力提高,成为一个更熟练的游泳者,而体能的提高则可以从一些公认的体能测验结果反映出来。在游泳课中,作为体验的结果,你可能会注意到自己完成动作的技能变得更加轻松自然。这表明你的心脏呼吸系统正在适应活动所施加的应激反应,同时也意味着你的游泳(划水)技术得到提高(技能提高),使身体在水中运动的效率更高。无论如何,二者都是值得拥有的特质,它们构成了你参与体育教育和体育教育本身所具有的一项重要成就。当然,不管是参与足球、健身走、舞蹈、壁球等活动,还是学习其他体育课程,都是由于相同的原因。

1.2.2 Cognitive Objective 认知目标

This refers to the accumulation of knowledge as well as the ability to think and interpret that knowledge. In a fitness running class, for example, you might become involved in working with times in determining pace per kilometre runned. You will undoubtedly become involved in computing your target heart rate, which could include the correct way to determine your resting and maximum pulse rates. Closely associated with that is the matter of cardiac anatomy and physiology which might get you involved with appropriate nutrition and diet for a healthy heart. Nutritional study opens up other areas of exploration such as the metric system in understanding the amount of sodium or fat contained in certain food product. Furthermore, we may be motivated to be a more well-informed consumer when we shop. Other possibilities in a class such as this might be appropriate walking shoe selection, proper clothing for hot or cold weather running, warm-up, and cool-down, appropriate times of the day to run to avoid high air pollution levels, and so forth.

这是指知识的积累以及思考和解释知识的能力。例如,在健身跑课中,你将在跑的过程中不断地调整每公里的速度,这毫无疑问地需要计算自己的靶心率,这样就会涉及到使用正确的方法确定自己的安静心率和最大心率。与此密切相关的是,心脏解剖学和生理学知识,它们又可能牵涉到维持心脏健康的恰当营养和膳食。营养学研究又会拓展到其他的探索领域,例如,使用公制单位了解某些食物产品的钠或脂肪含量。此外,当我们购物时,可能会因此成为更充分了解情况的消费者。在此类课程中,你还可能需要了解其他可能的知识,例如,选择适合跑步的鞋,适合热天气或冷天气以及准备活动和整理活动的跑步服装,在一天中适当的时间跑步以避免空气中高污染水平的时段等。

According to various researchers there are six levels of cognitive complexity: knowledge, comprehension, application, analysis, synthesis, evaluation.

综合不同研究人员的研究结果,认知复杂性有6种水平:知识、理解、应用、分析、综合和评价。

1.2.3 Affective Objective 情感目标

This objective deals with the development of traits such as the individual's values, appreciations, attitudes, and interests. How might the affective objective be applied to an activity such as tennis, for example? Perhaps the most obvious example would deal with the matter of calling your opponent's shots as they land in your half of court. For someone who does not have a background in the racket sports, this responsibility can be quite awesome.

But it goes beyond that relatively obvious task. It could involve learning the importance of being the type of opponent or partner who makes playing tennis a pleasant experience as you play the game enthusiastically and to the best of your ability regardless of the conditions. You compliment others on their outstanding play. While you play competitively, your standard of conduct is within both the written word and spirit of the rules. As a result of participating in tennis, you acquire traits and habits of loyalty, cooperation, initiative, self confidence, self-control, self-reliance, courage, determination and courtesy. You demonstrate a concept of fair play as it relates to others.

该目标与发展诸如个人价值、欣赏力、态度和兴趣等品质有关。情感目标如何在诸如网球这样的活动之中实现？具体事例是什么？也许，最明显的例子是大声叫喊着回击对手的过网球。对于某些没有持拍运动经历的人，这种状态可能是相当有震慑力的，显然超越了外在的练习任务。在你满怀热情与同伴或对手打网球时，战胜一切困难，充分发挥自己水平的练习过程，既是一种充满愉悦的运动体验过程，也是双方学习对方的重要行为规范的过程，钦佩对方的高超技艺和杰出表现。在比赛中，你的行为准则应符合竞赛规则的文字规定和精神实质。因此，通过参与网球运动，你可以从中养成忠诚、合作、主动、自信、自控、自立、勇气、毅力和礼貌等良好品质和习惯。相对于他人而言，你展示了一种公平竞争的精神风貌。

1.2.4 Social Development 社会发展目标

Participation in the physical education activities provides opportunities for the development of desirable social traits needed for adjustment to the social life in general. Some worthwhile traits are: friendliness, cooperation, respect for the rights of others, good sportsmanship, and honesty in group competition.

参加体育活动，为发展适应一般社会生活所需的社会品质提供了机会，其中一些有价值的社会品质是：友善、合作、尊重他人权利、良好的体育精神和分龄竞赛中的诚实。

1.3 Historical Aspects of Physical Education 体育的历史学特征

History is much more than a description of what happened in the past. One of the best justifications for studying history was given by the British statesman Sir Winston Churchill, who is credited with 'the farther backward you can see, the farther forward you can see. By understanding how physical education and sport programs developed, you can more readily comprehend contemporary new events and be better able to anticipate new trends in physical education, sport, and wellness.

历史不仅仅可以描述过去发生了什么。英国政治家温斯顿·邱吉尔提出了一个研究历史最具说服力的论点，即“向后看得越远，向前看得也越远”。通过了解体育与运动计划的形成发展，你将易于理解当代的新事物，更好地预知体育、运动和全面健康发展的新趋势。

The history of physical education reflects people's attitudes about physical activity. From prehistoric times, because survival was related to physical stamina and to people's ability to find food, no separate physical fitness programs were needed. Gradually, ancient societies in China, Egypt, Greece, and Rome adopted physical education as part of military training. As the more developed societies came to value the scholarly life, physical education lost favor. Many developed countries have had to strike a balance between physical and intellectual interests.

The history of physical education frequently shows a pattern of military, social, and political influence.

体育的历史反映出人们对体育活动的态度。从史前时代起，因人类的生存本身就与体力和寻找食物的能力有关，因此那时并不需要再进行单独的体能训练。随着社会的发展，在古中国、古埃及、古希腊和古罗马，体育逐渐成为军事训练的一部分。随着社会的进一步发展，人们开始重视学术生命，体育则失去了其以往的优势。因此，许多发达国家现在不得不权衡身体与智力的得失，避免走极端。

体育的历史常反映出军事、社会和政治的某种影响。

1.3.1 Physical Education in Earlier Civilizations 古老文明中的体育

Physical education has existed since the earliest stages of human society, in forms as simple as the transmission of basic survival skills, such as hunting. Later, the ancient Chinese, Indian, and Egyptian civilizations had traditions of physical education and activity, most commonly acted out in sporting competitions, military tactics and training, and martial arts.

人类社会的最早阶段就已经有体育了，它以各种尽可能简单的基本生存技能（如打猎）的形式传播着。后来，在古中华、古印度和古埃及文明中，都有体育活动的传统。它们通常以体育竞技、军事战术与训练以及武术的形式出现。

Primitive Cultures 远古文明

During primitive times people were forced to engage in vigorous physical activities in order to survive. They hunted and fished for food and clothing and had to be alert against constant danger. For prehistoric people, movement was essential to staying alive. Running was considered an admirable physical trait, and those who were skillful at it were considered valuable members of the group. If some historical accounts are correct, the ability of some runners to cover long distances as couriers or to avoid capture was outstanding by even today's standards.

在远古时代，人们为了生存被迫从事各种体力活动。他们依靠打猎和捕鱼获取食物和衣物，必须警惕地抵御随时发生的危险。对于史前人类，运动是生存的必须。奔跑能力被认为是最好的身体品质，而善于奔跑的人被认为是人群中的宝贵成员。如果某些历史传说是真实的，那些充当信使的人所具有的长距离奔跑或避免被抓获的能力，即使以今天的标准来说，也是非常杰出的。

The Ancient Greeks 古希腊时代

The first recognized culture in which sport played a significant role was the Ancient Greeks. Greeks said: sports participation, particularly in individual activities, as an important part of a young man's educational experience. The most popular activities consisted of boxing, wrestling, and track (which included the five-event pentathlon consisting of the discus, javelin, long jump, stade race, and wrestling). Track was the most prominent sport, and the 200 meter run or 'stade' was probably the best-known event. At the peak of the Greek culture, sport participation was considered to be a noble and worthwhile endeavor, and this philosophy of sport was followed later in other cultures, including the United State.

首先认识到运动在文化中有着重要作用的是古希腊人。希腊人曾说：运动参与，特别是个体活动，是年轻人教育经历的重要部分。在这类个体活动中，最常见的是拳击、摔跤和田径（包括由铁饼、标枪、跳远、跑场赛跑和摔跤组成的5项全能）。田径是当时最具声望的运动，而其中最著名的项目是200米跑或跑场赛跑。在古希腊文化的鼎盛期，运动参与被认为是一种值得积极参与的时尚。不久，这种运动的哲学为其他文化（包括美国文化）所接受。

The Ancient Romans 古罗马时代

While sport was popular in the Ancient Rome, spectating was emphasized over individual participation. The violent chariot races and brutal gladiatorial bout were very popular and were sometimes sponsored by politicians in order to gain favor among the unemployed masses who migrated to Rome during difficult economic periods. The difference in sport philosophies between the Greeks and the Roman provides an interesting contrast. The Greeks believed in individual participation to benefit one's education whereas the Romans used more violent forms of sport to amuse and satisfy spectator. Which philosophy do you believe best depicts that a contemporary intercollegiate and professional sport? Are we heading for a decline like Romans or do we favor the Greek system of individual participation for educational purposes?

当运动在古罗马普及时，人们强调的是个人参与。激烈的轻便战车比赛和残忍的格斗比赛在当时最为流行，而且政治家们有时还赞助这类比赛，以便获得在经济困难时期大量移居罗马的失业游民的支持。有意思的是，在古希腊与古罗马之间，二者的运动哲学形成了明显的区别。古希腊人认为通过个人的参

与可以使之从中受到教育，而古罗马人则使用更激烈的运动方式来娱乐和满足观众。你认为哪一种哲学最适合描述当代大学校际间和职业体育呢？我们是倒退到古罗马时代还是更喜欢古希腊以教育为目的的个人参与体制呢？

1.3.2 Modern Early Physical Education 现代早期体育

The father of modern physical education as we know it today was Friedrich Ludwig Jahn. During the nineteenth century, Jahn established the first gymnastic school for children in Germany. A fervent German nationalist, Jahn believed that the best kind of society was one that had established standards of physical strength and abilities. The first Turnplatz, or open-air gymnasium, was opened by Jahn in Berlin in 1811, and the Turnverein (gymnastics association) movement spread rapidly.

正如我们如今所了解的，现代体育之父是弗里德里希·路德维希·雅恩。在 19 世纪，雅恩在德国为儿童建立了第一所体操学校。雅恩是一位激进的德国民族主义者，他认为，最好的社会是建立了身体力量和社会。1811 年，雅恩在德国柏林开启了第一个体育场（露天体操场），然后体操（体操协会）运动迅速传播开来。

Around the same time, but independent of Jahn's developments, the Swedish teacher Pehr Henrik Ling started to see the benefits of gymnastics. In 1813 he was successful in developing the Royal Gymnastic Central Institute with the cooperation of the Swedish government, which went far to advance physical conditioning. Soon, many European nations followed suit, first with private schools mostly for gymnastics. In the early twentieth century, with the advent of organized sports, public schools around the world started to develop physical education curricula.

几乎在同时，瑞典教师比尔·亨利克·林认识到了体操的意义，从而开始了与雅恩不同的发展道路。1813 年，他与瑞典政府合作，成功地创建了以身体素质闻名的皇家中央体操学院。不久，许多欧洲国家都以首先创建私立体操学校的方式如法炮制。在 20 世纪初期，随着有组织的体育运动的出现，全球公立学校也开始开设体育课程。

Before physical education became popular in school systems, private gyms started to crop up in Europe and America. The first indoor gymnasium in Germany was probably the one built in Hesse in 1852 by Adolph Spiess, an enthusiast for boys' and girls' gymnastics in the schools. In the United States, the Turner movement thrived in the nineteenth and early twentieth centuries. The first Turners group was formed in Cincinnati in 1848. The Turners built gymnasia in several cities, including Cincinnati and St. Louis which had large German American populations. Adults and youth utilized these gyms.

在体育在学校体制中普及之前，私立体操馆在欧洲和美国如雨后春笋般出现了。1852 年，热衷于学校儿童体操的阿道夫·斯皮斯在海塞修建了一座体操馆，这也许是德国的第一座室内体操馆。在 19 世纪和 20 世纪初，德裔美国人成立了德式体操俱乐部，从而使德式体操在美国盛行。美国第一个德式体操组织 1848 年成立于辛辛那提市。该组织在诸如辛辛那提和圣路易斯这样具有大量德裔美国人口的城市修建了室内体操馆，供成人和青少年使用。

In the Meiji period (late nineteenth century), Japan imported many foreign sports. Nationwide sports competitions were instituted, particularly in the middle school level, which continue in the form of national school tournaments.

在明治时期（19 世纪末期），外国许多竞技体育进入日本，全国性的竞技体育竞赛制度开始建立，尤其是中学层次的竞技体育竞赛，并以全国学校锦标赛的形式延续下来。

During the last decades of the nineteenth century and early twentieth century, John Dewey and his colleagues promoted progressive education ideas, challenging traditional education and leading to reforms that included the introduction of physical education. Educational psychologists, including Stanley G. Hall and Edward Thorndike supported Dewey's focus on activity in learning, suggesting that children's play be recognized as an important aspect of their development.

在 19 世纪最后几十年和 20 世纪初, 约翰·杜威及其同事积极倡导进步的教育思想, 对传统教育提出了挑战, 导致了包括引进体育在内的教育改革。杜威重视在活动中学习, 认为儿童游戏应被认为是其发展的重要方面。教育心理学家, 包括斯坦利·斯坦利和爱德华·桑代克, 都支持杜威的这种观点。

1.3.3 Early Gymnastics Programs 早期的体操计划

The first organized physical education programs that were introduced into American schools following the Civil War emphasized various culturally based gymnastic systems. These programs, which reflected the nationalistic philosophies of their native homelands, featured formal movement (sometimes referred to as “formal gymnastics”) performed on various types of gymnastics equipment. Among the best known was the German system, or “heavy gymnastics”, which stressed exercise on heavy nonmovable equipment performed with a background of patriotic music. Another popular form of exercise was the Swedish system, known as “light gymnastics”, which emphasized graceful routines and more rhythmic activities sometimes performed with a lilting piano accompaniment.

南北战争后, 一些有组织的体育教育计划被首次引入美国学校, 它们是强调各种不同文化的体操系统。这些反映各自国家的民族主义哲学的体育教育计划, 以在各种体操器械上进行规范动作为基本特色 (有时被称为规范体操), 其中最著名的是德国体系, 即器械体操, 它强调在固定器械上伴随着爱国音乐进行成套的练习。另一种流行的体操形式是被称为轻体操的瑞士体系, 它强调优雅和更具节律的动作组合, 有时还伴随着轻快而有节奏的钢琴伴奏。

As these programs gained prominence in the schools, some educators began to question the appropriateness of play-type activities in an educational setting. Critics insisted that schools were a place for the serious pursuit of scholarly activities such as mathematics, the sciences, languages, and religion. Those who favored the gymnastics programs in the schools maintained it was necessary for urban youngsters to exercise since they were faced with growing leisure time on their hands. Furthermore, they contended that it served as a way for young man to reduce their surplus energy and help keep them out of trouble. This philosophical debate over the appropriateness of physical activity in schools and which gymnastics system could best achieve the most desirable results became known as the ‘battle of the Systems’.

随着这些计划在学校的名声显赫, 一些教育家们开始对游戏类活动在教育环境中的适应性产生了疑问。批评者坚持认为, 学校是一个追求诸如数学、科学 (自然)、语言和宗教等学术活动的圣地, 而那些主张在学校保留体操教学的人们认为它对都市儿童的锻炼是必要的, 因为他们所拥有的闲暇时间越来越多。此外, 他们主张把体操作为年轻人精力过剩的一种发泄方式, 避免由此而引起的麻烦。这种就学校开展体育活动适应性以及哪种体操体系才能获得最佳的预期效果的哲学争论, 导致了当时著名的“体制之争”。

Gradually the gymnastics systems faded in popularity due to their structured nature which lacked spontaneity and were replaced by an informal system of sports and games based loosely on the English system (a philosophical view that sports participation by amateur athletes has inherent educational benefits), but more closely associated with our natural instinct for play and movement. This concept was generally referred to as the “new physical education” and was promoted by leaders as an alternative based on acceptable educational objective. As a result of the new movement, curricular offerings in physical education now began to include lifetime fitness and recreational pursuits as well as sport activities. Gradually, the term “physical education” began to refer to planned public school programs related to the development of motor skills, physical fitness, social attributes, and knowledge through instruction in various games, sports, and dance activities.

由于这种体操体系的结构性缺乏自发性, 它们逐渐衰退, 慢慢被英国体系所取代。这种以竞技运动和比赛为基础的英国体制 (一种由业余运动员参与, 具有固有的教育利益的哲学观点), 虽然显得宽泛而不够正规, 但其与我们游戏和运动的自然本能有着更加密切的联系。这种观念通常被称为“新体育”, 并被各级领导们作为一种可接受的教育目标来加以推动。由于新运动形式的出现, 如今体育课程内容已包括终生健康体育, 休闲体育和竞技体育。逐渐地, 通过各种游戏和运动以及舞蹈等活动的教学, 体育这个术语开始被有计划地纳入公共学校发展运动技能、身体素质、社会品质和有关知识的课程纲要。

1.4 Sociological Aspects of Physical Education 体育的社会学特征

Sport is an important part of national culture. It creates newspaper headlines, holds our attention on television, produces countless millions of dollars annually, and even influences international relations. Moreover, millions of people of all ages and abilities participate in a vast array of recreational and sport activities. Sport sociologists refer to this as the pervasiveness of sport. This means we can rarely escape participating, watching, talking or reading about sport in our society. Because sport permeates virtually every aspect of our culture, whether social, political, legal, economic, or educational, it is only natural that we should examine more closely selected parts of this phenomenon that is so influential in many lives.

体育运动是民族文化的重要组成部分。它制造了报刊杂志的头条新闻，它的电视节目吸引着我们的注意力，它每年创造了无以计数的财富，甚至影响到国际关系。此外，数百万各种年龄和能力的人们投身到各种各样的娱乐和体育活动之中。体育社会学家将之称为体育渗透。这意味着在我们这个社会里，大家都不可避免地会参与、观看、谈论或阅读到体育。由于体育实际上已渗透到我们文化的每个方面（不论是社会、政治、法律、经济，还是教育），因此，我们自然应该更密切地审视影响我们生活的这种现象的相关信息。

Sport events reflect many of the same characteristics we observe in our daily lives and may thus be described as a microcosm of society. For example, both sport and society are concerned with material things such as salaries and benefits. And if discrimination toward women and minorities exists in sport, it exists also in society. The same may be said of unhealthy forms of competition, unequal distribution of power (such as the coach or leader having complete control over a team or group of workers), incidences of violence, and so on.

体育事件反映了我们日常生活中所观察到的事物的许多共同特征，因此，可以被视为一个社会的缩影。例如，体育和社会两者都关注诸如工资和福利等物质事物。如果在体育中存在对妇女和少数民族的歧视，它也存在社会之中。在体育事件中存在的不健康竞争方式，不平等的权力（如教练员或领队对运动队或工作人员有绝对控制权），暴力事件等现象，可以说在社会中也都存在。

1.4.1 The Olympic Games 奥运会

Among the widely-known international competitions are the Asian Games, the Pan American Games, the British Empire and Commonwealth Games, the World Maccabee Games, and the World University Games. But the oldest and most popular are the Olympic Games, first held in 776 B.C. at Olympia, Greece. They probably occurred every four years thereafter until A.D.394 when the Roman Christian emperor Theodosius abolished the Games as sinful because they were traditionally held in honor of the Greek pagan gods.

亚运会、泛美洲运动会、英联邦运动会、世界马术比赛和世界大学生运动会等是众所周知的比赛，但其中最古老的和最流行的比赛是奥运会。第一届古代奥运会于公元前 776 年在希腊奥林匹亚举行，随后大约每四年举行一次，直至公元 394 年。在传统上，古代奥运会是以希腊异教神的名义举行的，因此在这一年罗马基督教君主狄奥多西废除了古代奥运会。

The Modern Games were revived in 1896 by the Frenchman Baron Pierre de Coubertin, who believed they could serve as an instrument for peace and goodwill. It was his desire that the Modern Olympics be conducted in a spirit of fair play, free of political interference, and honor the achievements of athletes from around the world.

1896 年，法国人巴龙·皮埃尔·顾拜旦使现代奥运会得以复苏，他认为奥运会比赛可以作为一种和平和善意的手段。他的愿望是，现代奥运会在公平竞赛的精神指引下，脱离政治的干扰，为全世界运动员的荣誉而进行比赛。