

Cultivation of Sports Activity Awareness: Insights from A Literature Review of Chinese College Students' Sports Activity Awareness

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Abstract: This study aims to analyze the current situation of sports activity awareness among Chinese college students and lay a solid foundation for improving and optimizing sports health management among college students. At present, Chinese college students generally lack the concept of health, the importance of physical exercise, and the understanding of the value of sports and sports activities. The key to promoting students' physical exercise is to cultivate students' awareness of physical activity. Cultivating students' awareness of physical activity is the goal of implementing quality physical education in colleges and universities. Combined with China's actual situation, this paper aims to analyze the current situation of college students' awareness of physical activity and determine the relevant methods to cultivate college students' awareness of physical exercise. In the past two decades, Chinese universities have done a lot of work to promote students' physical health, and their health concepts and awareness of physical exercise have been strengthened. However, the physical health of students is not optimistic, especially in terms of endurance, strength and speed, which is a downward trend. This is related to factors such as lack of physical exercise, unhealthy lifestyle, and malnutrition, which indicates that it is necessary to strengthen the cultivation of college students' awareness of physical exercise and physical health management.

Keywords: China; college students; awareness of physical activity; cultivation.

1. Introduction

At present, there is a general lack of awareness of health concepts, lack of awareness of physical exercise, and incomplete understanding of exercise among Chinese college students. A study by Peking University (2024) showed that the comprehensive physical fitness index of Chinese college students has declined significantly in the past 20 years, and health risks such as overweight, obesity, and high blood pressure have increased. Most people put health after learning and entertainment, and there is a vicious cycle of "the worse the physical fitness, the less you want to pay attention to health." According to data from 2024, the current high-intensity exercise compliance rate of Chinese college students is less than 15% (World Health Organization standard), the average daily sitting time is more than 8 hours, and 23% of students stay up late (data source: "2024 Chinese College Students' Health White Paper"). In general, the current high-intensity exercise volume of Chinese college students is insufficient, and there are problems such as staying up late, sitting for a long time, unhealthy eating habits, and low awareness and participation in physical exercise. Therefore, it is of great significance for college students to participate in physical exercise. All universities must encourage college students to actively participate in physical exercise activities to promote the physical and mental health of college students, improve learning ability, enhance interpersonal communication, and shape sound personality and willpower. The key to promoting physical exercise among college students lies in the cultivation of students' self-exercise awareness. Cultivating physical exercise awareness is not only the core path to improve the physical and mental quality of individual college students, but also a key measure to implement the fundamental task of cultivating morality and

cultivating people and respond to the national talent training strategy. This article activates the endogenous motivation of college students through consciousness guidance, so that they can achieve the multiple goals of "enjoying fun, improving physical fitness, improving personality, and tempering will" in sports. Combined with China's actual situation, this article analyzes some factors that affect the formation of college students' physical exercise awareness, and also proposes some relevant methods to cultivate college students' physical exercise awareness, laying a solid foundation for improving the lack of physical exercise awareness and incomplete understanding of exercise among Chinese college students and promoting college students to actively engage in physical exercise.

2. Methodology

This literature review adopts a systematic research method to explore the concept of physical activity awareness. The review aims to organize, analyze and synthesize existing research to gain a deeper understanding of the factors, conditions, cultural backgrounds that affect college students' physical exercise awareness and their practical significance for college students' physical exercise and development. The research method is divided into five key stages:

(1). Determine inclusion and exclusion criteria

This review established clear selection criteria for relevant studies. The included studies were review articles and papers in the same field, published between 2009 and 2024, and specifically studied college students' physical exercise awareness, with a focus on college students' physical exercise awareness in the context of Chinese education. Exclusion criteria included review articles in different research fields, studies with underage college students as research subjects, and studies that did not specifically study physical exercise

awareness.

(2). Database search and selection process

Our team conducted a comprehensive search in multiple academic databases, including Scopus, Google Scholar, China National Knowledge Infrastructure, PubMed, and PsycINFO. The search terms included "physical exercise awareness", "college students", "cultivation", "China" and their related combinations. In addition, we reviewed the references of the articles we found to ensure a comprehensive exploration of the relevant literature. As Francis et al. (2020) emphasize, the use of multiple academic databases and search strategies is essential to obtain comprehensive and comprehensive academic resources.

(3). Data extraction and organization

The selected articles were reviewed and categorized according to the thematic framework around physical activity consciousness. Each study was evaluated based on its research objectives, research significance, research design, sample size, methodology, main findings and implications. To ensure consistency among the studies, we followed the guidelines of Webster and Watson (2002) and created a data extraction template. The template contains fields such as author, publication year, research objectives and significance, participant demographics, and key physical activity consciousness related to physical activity consciousness.

(4). Content analysis and synthesis

This study mainly adopted the research analysis method described by Krippendorff (2013) to identify recurring themes and patterns in the literature. At the same time, we also synthesized the key components of physical activity consciousness, such as activity consciousness, psychology, perseverance, concentration and their interrelationships with cultural factors. This thematic analysis is based on the consciousness proposed by Shelley Duval and Robert Wicklund (1972) and the sports consciousness and sports performance theory proposed by Uyar and Sunay (2020) to enable a comprehensive understanding of college students' sports consciousness.

(5). Chinese Cultural Context

This review integrates the cultural and sports psychology theory proposed by Bochner (2006) in the cultural context of physical exercise among Chinese college students. This approach explores how social environment and institutions, cultural values, sports values, traditional concepts, family expectations, and social pressures affect the development of college students' sports consciousness. By placing the research results in the framework of Chinese culture, this review aims to gain insight into how these cultural dimensions shape college students' sports consciousness.

In summary, this systematic review method aims to comprehensively understand the sports consciousness of Chinese college students. This study adopted strict inclusion and exclusion criteria, utilized various databases and literature resources, and combined with thematic analysis methods, aiming to provide valuable insights into the literature and ultimately guide physical education teachers and practitioners to develop strategies suitable for cultivating Chinese college students' sports consciousness.

3. Review of Related Literature

3.1. Sports activity awareness

Xiting (2017) pointed out that consciousness refers to a person's mental state and ability to perceive, recognize and

experience the external world and oneself. Consciousness can be understood as the core of human psychological activities and the expression of human thoughts, emotions and will. In psychology and neuroscience, consciousness is generally considered to be a higher cognitive function, including aspects such as attention, perception, memory, emotion and stream of consciousness (Xiting, 2017). Consciousness is one of the most significant psychological differences between humans and animals, which enables humans to perform higher-level cognitive activities such as thinking, judgment and decision-making. Sports activity awareness mainly refers to people's awareness and understanding of the importance, purpose, rules and value of participating in sports activities.

Yan Jun (2017) pointed out that the contemporary public's awareness of sports activities means that people are actively aware of the importance of sports activities to physical health, mental health and social interaction, and are able to actively participate in sports activities. College students' sports activity awareness should be closer to health, competition, society, self-management and other aspects. Shuo (2023) believes that college students' awareness of physical activities is mainly manifested in the sum of their feelings, thoughts and judgments about physical activities, which is the general understanding and view of college students on physical activities. College students' awareness of physical activities includes three aspects: sports cognition, sports emotions and sports will.

Guo Ying (2018) pointed out that the ancient Greeks had a deep understanding of the value of physical exercise. With the development of society, people have realized the importance of physical exercise, which has promoted people's socialization and can comprehensively improve people's health level. With the enhancement of people's health awareness, people have realized that physical activities are not only beneficial to personal physical and mental health, but also conducive to the development and progress of society. Therefore, it is very important for everyone to pay attention to physical activities and exercise.

At present, Chinese college students generally lack awareness of physical activities. The college student group is the main force of China's economic construction, the promoter of the implementation of the Healthy China plan, and the practitioner of China's social civilization construction (Jun, 2022). Therefore, it is particularly important to cultivate college students' awareness of health concepts and physical activity awareness. As an important part of school education, physical education in Chinese universities is not only responsible for strengthening students' physique and imparting sports skills to students, but also for cultivating college students' awareness and behavior of sports activities.

3.2. Awareness in sports

Sports awareness in sports plays an important role in many aspects. For example, sports awareness can establish the idea of "consciousness first" and emphasize further improving physical exercise awareness on the basis of mastering personal technical and tactical abilities, which is crucial for the growth of athletes (Sun 2018). The specific definition and constituent elements of sports awareness include people's subjective reflection on sports, reflecting the existence of sports and people's own feelings (Liu 2010). It covers sports purposes, motivations and needs, physical concepts, sports feelings, sports interests, will and emotions, sports ethics and aesthetic tastes, sports knowledge and experience, as well as

sports thoughts and beliefs.

The cultivation and application of sports awareness in different age groups also has its particularity (Li 2019). For example, in college physical education teaching, it is very important to cultivate students' lifelong sports awareness. This not only helps to enhance students' physique, but also cultivates their will quality and helps them develop good sports habits. At the same time, cultivating college students' self-sports awareness can improve their overall physical quality and immunity, thereby improving their learning efficiency.

College students' sports awareness has a multi-level promoting effect on engaging in sports, such as enhancing sports initiative and persistence and spontaneously engaging in exercise. Students with sports awareness can actively plan exercise time, choose appropriate projects, and integrate physical exercise into daily life, rather than relying on external mandatory requirements (Xiaoan 2012).

Fracis (2017) believes that sports awareness has the effect of overcoming behavioral inertia for college students. Sports awareness can improve college students' understanding of sports, clarify the value of sports to health, and make students more likely to persist in exercise, effectively reduce sedentary behavior caused by addiction to the Internet, and improve the stability of exercise habits.

Nicholls (2008) believes that cultivating college students' sports awareness will improve life skills, such as problem-solving ability and perseverance, which can be transferred to other areas of life. This long-term perspective emphasizes the importance of giving priority to cultivating sports awareness in college students' participation in sports activities.

3.3. China's cultural background and sports awareness

In the context of Chinese sports, cultural factors play an important role in shaping college students' sports attitudes and sports activity awareness. Research shows that the influence of Chinese traditional culture on sports awareness is far-reaching and diverse, mainly reflected in the integration of philosophical thoughts, ethical standards and social practices. First, the Chinese Confucian "ritual and harmony" thought incorporates sports activities into the moral education system. By establishing the criteria for judging "virtue", sports have become an important way to cultivate the character of a gentleman. The Chinese Taoist concept of "harmony between man and nature" emphasizes the use of sports to reconcile yin and yang and prolong life, forming the training principle of "both inside and outside". Secondly, China's agricultural civilization shapes folk sports forms, such as seasonal activities: dragon boat racing, dragon dancing, swings, etc. originated from agricultural festivals and totem worship. The Dragon Boat Festival race is both a sacrificial ritual and strengthens the sense of collective cooperation. Health orientation: Traditional sports focus on "curing future diseases" (such as Ba Duan Jin), combining sports with traditional Chinese medicine theory, and highlighting preventive health management. Third, ethical spirit permeates sports behavior norms. For example, China's ethical concepts such as "benevolence, righteousness, courtesy, wisdom, and trustworthiness" permeate sports practice, emphasize "cultivating oneself through martial arts", fair competition, and oppose bullying the weak. In summary, China's cultural background has profoundly shaped the national sports consciousness, mainly reflected in the penetration of

traditional values, practical orientation, integration of spiritual connotations, and modern challenges.

Cultural factors play an important role in shaping how college students view and cultivate sports activity awareness. In China's socialist country, external pressure from society and family can affect the cultivation and development of college students' sports activity awareness (Zhang, 2017). For example, cultural expectations for college students to succeed in academics and sports often translate into a high emphasis on discipline and perseverance, which are indispensable to sports awareness (Liu, 2020). He further pointed out that understanding the cultural background can help teachers and class teachers design training programs for college students facing specific sports challenges, thereby cultivating their sports activity awareness and sports performance.

In order to further explore the role of sports activity awareness in college students' sports, especially in college campus sports with a unique cultural background like China, it is necessary to conduct longitudinal studies to test the effectiveness of various intervention measures. Future research should also explore how physical activity awareness interacts with other psychological factors (such as perseverance, self-discipline, and motivation) to fully understand how to support the overall development of college students (Zhang, 2020).

The importance of cultural background in cultivating college students' physical activity awareness can be observed from a variety of perspectives. For example, Li and Zhou (2019) explored how collective consciousness in Chinese culture can cultivate a different approach to awareness. In a collective consciousness culture, it can effectively promote the cooperation of team members and help the team achieve better results. Thus, college students' physical activity awareness is cultivated through the collaborative mechanism of the team rather than relying solely on individual perseverance. This is in sharp contrast to the concept of individualistic culture, in which physical activity awareness may be regarded as an intrinsic personal quality. In addition, Fang (2017) stated that in the context of China's "sports power", China's traditional "family and country" culture has been given the mission of strengthening the national spirit and cultivating pillars of society, which strengthens students' cognition of the social value of sports. At the same time, this culture also creates unique external pressures that affect the coping strategies for the formation of individual sports awareness. The study found that this cultural background fostered a sense of sports activity characterized by a strong sense of mission to the country and society, which can both inspire personal perseverance and lead to increased stress levels. The duality of this experience reflects the complex interaction between cultural expectations and personal consciousness.

3.4. Dimensions of college students' sports activity consciousness

Based on the construction of sports activity consciousness, researchers have outlined key dimensions that are crucial in sports. Warburton's (2015) sports activity consciousness model - cognition, motivation, emotional attitude, behavioral intention, values and beliefs, provides a basic framework for understanding these elements. First, there are three aspects in the cognitive factors (1) Sports knowledge and understanding: the level of cognition of basic sports concepts, sports principles, health benefits, safety common sense, sports

humanities (such as event appreciation, sports culture), etc. (2) Sports value recognition: recognizing the importance of physical exercise to individual physical and mental health, social interaction, will quality cultivation, lifelong development and even national society. (3) Body concept: the perception and understanding of physical ability, sports experience and the relationship between body and health. Second, the motivational factors include the following two aspects: (1) Sports needs: the desire of individuals to participate in sports activities based on their internal physiological and psychological needs (such as health, entertainment, social interaction, stress relief, aesthetics, and achievement). (2) Sports purpose: the specific goal orientation of participating in sports activities (such as physical fitness, improving skills, interpersonal communication, leisure and entertainment, relieving stress, and pursuing excellence). Third, the emotional attitude factors mainly include the following points: (1) Sports interests and preferences: the degree of liking for and tendency to participate in specific sports activities or projects. (2) Sports emotional experience: the positive (such as pleasure, satisfaction, and sense of accomplishment) or negative emotional feedback obtained during the participation in sports activities. (3) Sports will quality: the persistence, courage to overcome difficulties, and self-discipline (such as persistent exercise habits) shown in sports activities. (4) Sports ethics and aesthetic taste: the awareness and taste of abiding by rules, fair competition, respecting others, and appreciating the beauty of sports in sports situations. Fourth, in terms of behavioral intention factors, the following three points are mainly involved: (1) Sports participation desire and requirements: the willingness and internal driving force to actively participate in sports activities. (2) Sports behavior tendency: the psychological preparation state of choosing to participate in sports activities in a specific situation. (3) Lifelong sports awareness: the recognition and commitment to physical exercise as a habit and lifestyle throughout life. Fifth, the values and beliefs factors include two aspects: (1) Sports thoughts and concepts: the basic views and opinions on the nature and function of sports and its status in personal and social development. This may include the recognition of sports spirit (such as hard work, cooperation, and optimism). (2) Sports beliefs: (at a deeper level) the high belief and pursuit of sports values.

In summary, college students' sports activity awareness is a comprehensive psychological state formed by the interweaving and joint action of multiple factors such as cognition (knowing what kind of sports is important), emotional attitude (loving sports and willing to stick to it), motivational needs (needing sports to satisfy the body and mind), behavioral intention (desire to participate and stick to it for life) and values (believing in the value of sports). At its core, it is a deep understanding and internalization of the value of sports, which drives positive sports participation behaviors. Therefore, culturally relevant methods are essential for cultivating sports awareness among Chinese college students. Future research should continue to explore these cultural dimensions, focusing on the interaction between individual sports awareness and collective well-being, which will ultimately contribute to a more comprehensive understanding of sports awareness in different cultural contexts.

3.5. Psychological intervention for college students

With the continuous development of sports among Chinese college students, the importance of psychological intervention for college students' sports has been increasingly valued. These interventions are aimed at improving college students' sports performance, cultivating sports awareness, and promoting the increase of college students' sports participation. This review reviews the existing literature on psychological intervention for Chinese college students, focusing on various methods and their effectiveness. At present, various psychological interventions have been explored to cultivate college students' sports awareness. For example, through supportive psychotherapy, cognitive behavioral therapy and other methods, college students can be helped to treat physical exercise correctly, eliminate resistance to exercise, and thus stimulate their interest in exercise (Vealey, 2008). Specifically, supportive psychotherapy helps college students understand the importance of physical exercise and eliminate their concerns about exercise through listening, comforting, explaining and encouraging. Cognitive behavioral therapy helps college students establish correct sports concepts by changing negative cognitions, thereby achieving the goal of improving physical exercise awareness. Taking the participation of Chinese college students in extracurricular sports activities as an example, incorporating culturally relevant strategies into sports activity participation plans can cultivate sports activity awareness. Sheng and Zhang (2017) believe that integrating traditional Chinese culture such as Tai Chi or Confucianism can make sports psychology interventions consistent with the cultural values held by Chinese college students.

3.5.1. Understanding the psychological background of college students

Recent studies have emphasized the psychological health and mental health status of college students. Feng et al. (2021) emphasized that the external high-pressure environment and personal conditions of Chinese college students participating in sports activities often lead to stress, anxiety, and burnout. They believe that psychological interventions are necessary to address these challenges because many college students face fierce competition and physical health conditions that need to be improved, which may have an adverse impact on their mental health and performance in sports activities. In addition, Guan and Bai (2019) explored the cultural background that shapes the experience of Chinese college students. The traditional values of perseverance and hard work are commendable, but they can also lead to unrealistic expectations and pressure. Understanding these cultural differences is critical to developing effective psychological interventions that resonate with college students and their families.

3.5.2. Types of psychological intervention for college students

The literature explores a variety of psychological intervention measures, each of which serves different needs and goals.

Goal setting method: By setting specific, measurable, achievable, relevant, and time-limited goals, athletes are motivated and motivated to help them focus more on training and competition. A study by Shen et al. (2018) showed that the application of goal setting method in college students' mental health intervention showed that by formulating

personalized exercise plans and combining psychological training, comprehensive care for students' overall health can be achieved.

Relaxation training method: Including deep breathing, progressive muscle relaxation, meditation and other methods to help athletes relieve tension and stress and improve psychological resilience. Zheng and Huang (2020) showed that relaxation training has a significant effect on psychological intervention for college students participating in sports, mainly in terms of reducing anxiety and depression, improving self-esteem and self-confidence, and relieving stress perception.

Self-suggestion method: Through positive self-suggestion, athletes' self-confidence and expressiveness are enhanced, helping them overcome negative emotions and perform at a better level. Ma Hezhan (2018) conducted a study and found that the self-suggestion method has a very good psychological intervention effect on college students in enhancing self-confidence, improving concentration, reducing anxiety and improving performance when participating in sports.

Imagery training method: Athletes repeatedly imagine in their minds the scene of successfully completing a certain action or competition to improve their sports skills and psychological quality. Zhang and Wang (2020) explained in their study that the application methods of imagery training in sports teaching and training include imagery sensory perception training, clarity training and control ability training to enhance the perception and memory of actions. The study concluded that imagery training can help students master sports movement skills and sports technical level faster, and imagery training also has significant effects in psychological intervention.

Psychological counseling and guidance: Professional psychological counselors provide team or individual first services to solve students' immediate psychological problems. In team sports, team psychological counseling can enhance team cohesion and improve teamwork ability. Xiong (2021) concluded in his study that psychological counseling and guidance played an important role in college students' mental health education. Comprehensive care for students' overall health can be achieved by developing personalized exercise programs and incorporating psychological training.

3.5.3. Barriers to effective interventions

While the benefits of psychological interventions have been demonstrated, barriers to implementation remain. Zhang and Xu et al. (2019) highlighted the negative narrative of seeking mental health support in Chinese culture, which often prevents college students and their families from utilizing psychological services. The authors advocated for increased awareness of psychological interventions for college students and educational activities to eliminate the stigma surrounding discussions of mental health in the sports community. In addition, access to trained sports psychologists is limited in many remote areas of China, especially in underdeveloped regions. As Fang and Zhou (2020) suggest, increasing the number of trained professionals is essential to ensure that college students have access to appropriate psychological support.

3.5.4. Cultural factors

Cultural factors are important when implementing psychological interventions for college students in China. Yuan et al. (2020) highlighted the importance of culturally tailored programs that promote college students' mental health while respecting the values of traditional Chinese

culture. They advocate that interventions incorporate elements of traditional Chinese thought, such as Confucian principles of people-centeredness and harmony, in order to resonate more deeply among college students and their families. Numerous literatures indicate that there is a growing recognition of the importance of psychological interventions in cultivating physical activity awareness among Chinese college students. Methods such as autosuggestion, imagery training, and goal setting have been shown to have positive effects in cultivating physical activity awareness and performance. However, barriers related to prejudice and limited access to resources must be addressed in order to fully realize the potential of these interventions. Future research should continue to explore culturally relevant frameworks and improve the accessibility of psychological support to college students in various regions of China.

3.6. Current research trends in China

With the development of society and the rise of the sports industry, college students' awareness of sports training has gradually received attention. As college students in the new era, they pay more attention to their physical fitness and health status in addition to studying. The enhancement of college students' awareness of sports training has become a hot topic. However, high-level research literature specifically for Chinese college students is still scarce. For example, Chen and Zhou (2019) conducted a survey and analysis of college students' sports awareness and sports habits and countermeasures. It was found that the cultivation of college students' sports awareness is affected by many factors, mainly involving social, school, family and personal factors. The study proposed countermeasures for cultivating college students' sports awareness and habits, which is conducive to the organization and management of extracurricular physical exercise for college students, and guide college students to treat extracurricular physical exercise rationally and scientifically. Zhou and Huang (2019) conducted a study on the impact of college students' cultural literacy on college students' awareness of sports activities, and found that cultural literacy gives sports activities a spiritual core, and sports activity awareness provides a practical scenario for cultural literacy. The two together constitute the "double helix structure" of the comprehensive development of college students. Colleges and universities need to achieve the collaborative education goal of "educating people with culture and people with sports" through curriculum integration, environment creation and institutional guarantees. Sun (2018) stated in a study on the relationship between psychological intervention training and the cultivation of sports awareness among college students that targeted psychological training can improve the emotional and psychological state of college students. Exercise can release stress and reduce negative emotions such as anxiety and depression. Targeted psychological training combined with sports can help college students better manage their emotions, maintain a positive attitude, and thus be more willing to participate in sports activities. Han (2018) emphasized that combining traditional practices with modern psychological interventions can improve sports awareness and psychological adaptability, thereby providing a more culturally consistent approach to cultivating individual sports awareness among Chinese college students. The study showed that parental parenting significantly affects the motivation and psychological resilience of college students to

participate in sports. Authoritarian parenting styles lead to increased stress among college students, while parenting styles characterized by warmth and support can cultivate resilience and a positive attitude to cope with challenges (Whitley, 2009). Understanding these dynamic changes can provide insights into how college students perceive and respond to sports situations.

The study also found that gender may play a role in the expression of sports awareness in the Chinese cultural context. Li and Wu (2021) found that social expectations of masculinity and femininity lead to differences in stress experiences and coping strategies between men and women. Men may be more inclined to externalize physical activity awareness, while women usually display physical activity awareness through emotional intelligence and relationship support. This suggests that a one-size-fits-all understanding of physical activity awareness may overlook key cultural and gender-specific dimensions.

4. Analysis and Discussion

4.1. Understanding physical activity consciousness through a contextual perspective

Physical activity consciousness is a dynamic concept that varies according to context, especially in a culturally rich context like China. As emphasized by Li and Zhang (2011), physical activity consciousness includes elements such as cognition, motivation, affective attitudes, behavioral intentions, values and beliefs, which are particularly important for college students because they often face the high expectations of teachers and parents. This drive for performance brings great pressure, so effective psychological training strategies need to be developed according to the cultural background of college students. Chinese culture emphasizes success and self-discipline (Zhu, 2018; Liang and Yu, 2020), which further deepens the understanding of physical activity consciousness, which may be different from the Western interpretation that usually emphasizes individualism and self-assertion.

4.2. The influence of culture on the development of physical activity consciousness

There is a lot of literature showing that cultural values significantly influence how college students view challenges and how to cultivate physical activity consciousness. In China, the emphasis on collective achievement at the national and societal levels has created a unique cultural atmosphere in which teamwork and discipline are prioritized (Li et al., 2016). This team perspective may enhance college students' perseverance and commitment because they feel a shared responsibility for the success of the team. However, this cultural background may also lead to excessive parental and social pressure, which is considered a potential source of anxiety for college students to participate in sports (Wu and Ma, 2017). Therefore, understanding the dual nature of these cultural influences is crucial for developing effective sports awareness training programs.

4.3. Dimensions of sports awareness

Warburton's (2015) sports awareness model - cognition, motivation, emotional attitude, behavioral intention, values

and beliefs, provides a basic framework for understanding these elements.

Each dimension can be analyzed through specific training interventions:

a. Cognition: Effective guidance education should include teaching college students to enhance their cognition of sports. Such as deepening educational guidance, strengthening sports theory cognition, stimulating participation interest, and cultivating sports initiative awareness. (Vealey, 2010). These skills are particularly useful for college students to cultivate sports awareness.

b. Motivation: It can increase individuals' knowledge and understanding of sports, thereby stimulating their motivation to exercise. Education and information can include knowledge about the benefits of exercise, the impact of exercise on the body, and how to choose appropriate exercises. Stimulating and cultivating individuals' motivation to exercise requires a comprehensive approach. As Li (2002) pointed out, setting specific, measurable, achievable, relevant and time-limited goals can enhance college students' commitment to sports performance.

c. Affective attitude: The combination of creating a campus sports culture and deepening psychological and cognitive construction is used. This approach is consistent with the research results of Yang and Zhang (2020) on the integration of traditional Chinese sports culture, which can often enhance sports awareness and psychological cognition.

d. Behavioral intention: Behavioral intention is very important for the cultivation of college students' awareness of sports activities, and should be achieved in multiple dimensions such as curriculum design, incentive mechanism, and environmental support. (Nicholls, 2016)

e. Values and beliefs: Values and beliefs are the basis of college students' awareness of sports activities. To improve college students' value recognition and belief strength in sports activities, a multi-dimensional and systematic education and practice system needs to be constructed. Zhai and Qi (2019) pointed out in their research that "cognitive reshaping" lays the foundation for belief, stimulates participation motivation through "multiple carriers", consolidates behavioral habits through "mechanism guarantee", and finally realizes the internalization of values through "ecological synergy".

4.4. Psychological intervention and its effect

Current psychological intervention measures for the cultivation of college students' sports awareness - such as goal setting, relaxation training, self-suggestion, imagery training and other sports-specific psychological skill training - have been proven to be effective in promoting the formation of college students' sports awareness (Vealey, 2007). Adjusting these intervention measures according to the cultural background and unique challenges faced by Chinese college students can significantly improve their effectiveness. For example, combining elements of self-suggestion with traditional Chinese philosophy can resonate deeply with athletes, enabling them to cope with external pressure while cultivating internal discipline. Psychological skill training is a recommended method for cultivating college students' consent to win. Techniques such as goal setting, relaxation training, imagery training and self-suggestion have been shown to improve college students' sports awareness. For example, Mao et al. (2021) found that incorporating goal setting strategies into training can enhance the commitment

and confidence dimensions in college students' sports awareness. Sports anxiety is negatively correlated with physical activity awareness among college students; higher levels of anxiety can reduce college students' sports performance (Jams et al., 2012). Studies have shown that interventions aimed at reducing anxiety (such as relaxation training and goal setting) can enhance college students' physical awareness (Hanton, 2003).

4.5. Integration of autosuggestion exercises

Autosuggestion has attracted widespread attention as an effective strategy for improving psychological resilience. Sun and Liu (2019) advocated the integration of autosuggestion exercises into sports activities to help college students focus, reduce anxiety, and enhance emotional regulation—all key elements of physical activity awareness. Such exercises can help college students develop a calm and focused mindset, especially in high-pressure social situations. Cultivating college students' physical activity awareness may have long-term benefits beyond the sport itself. As pointed out by and Nicholls (2009), physical activity awareness not only improves sports performance, but also cultivates life skills such as perseverance and psychological resilience. These qualities play an important role in the overall development of college students and their future achievements in sports and personal life.

5. Conclusion and Implications for Future Research

This literature review highlights the multifaceted nature of physical activity awareness and its relevance to college students' sports participation in the Chinese cultural context. Future research should focus on empirical studies examining the effectiveness of specific interventions in fostering physical activity awareness among college students, taking into account both psychological and cultural dimensions. In addition, developing training methods that meet the unique needs of Chinese college students is essential not only for developing better high-level talents, but also for developing well-rounded talents who can cope with multiple pressures.

While the existing literature provides valuable insights into fostering physical activity awareness among Chinese college students, some shortcomings remain. It is important to conduct empirical studies to quantitatively evaluate the effects of culturally differentiated interventions on physical activity awareness. In addition, research exploring the long-term effects of physical activity awareness training on college students' sports performance and psychological health should be prioritized. Finally, understanding teachers' and parents' views on physical activity awareness and the pressures they experience can help develop comprehensive sports participation programs. In summary, fostering physical activity awareness among college students in the Chinese context requires a comprehensive understanding of cultural influences and their impact on sports participation. By applying psychological concepts through a culturally sensitive lens and utilizing empirically supported interventions, college student stakeholders can better prepare college students to meet the challenges they face in society. As the journey to increase sports awareness continues, continued research that can provide guidance for effective practices in this area must be prioritized.

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