

Research on the Fourteenth National Games Effect on Tennis Course Based on Social Embedding Theory

Quanqin Liu^{1, 2}

¹ School of Freshmen, Xi'an Technological University, Xi'an, Shaanxi, China

² School of Marxism, Xi'an Jiaotong University, Xi'an, Shaanxi, China

email: liuquanqin123@163.com

Abstract. The Fourteenth Games in 2021 was successfully held in Shaanxi Province inside which many universities also played a more important role in the Fourteenth Games, and were affected by the Games in turn. This article, by adopting such research methods as the literature and data method, questionnaire survey method, interview method, logic analysis method, and comprehensive induction method, analyzes students' insight into the Games and how they conduct physical exercises after the Games. And by using the theory of social embedding to study effects of the Games on tennis courses of colleges and universities. Through research, with the help of social embedding theory, the embedded subject of this article is the Effects of the Fourteenth National Games. The embedded object is P.E of Universities. The embedded content is the effects such as sports culture and sports incentives brought about by the Games. The subjects of behavior in embedding process are college students. The Games have exerted aspects of impact on college sports including the sports spirit such as the competition, the sports culture, and the hard work contained in the sports courses are embedded in the physical education courses. When this embedding process is stable and lasts long, the Games will have a profound impact on college physical education courses, and it will also affect the colleges and universities as well as their college sports courses, Students' attitudes and behaviors have promoted the teaching of tennis curriculum, promoted students' post-school exercises, and achieved tennis popularization. It also helps to promote the construction of sports culture and sports spirit in colleges and universities.

Keywords: Effects of the Games; Universities Tennis Course; Social Embedding Theory

1. Introduction

In September 2021, the Fourteenth National Games of the People's Republic of China (referred to as "the Games") was successfully held in Shaanxi. Teachers and students in many universities participated in the Games as athletes, referees, volunteers, performer, and other staff. In terms of performance only, nearly 10,000 students in 26 universities in Shaanxi served as performers in the opening ceremony and in the closing ceremony. The Games characterized by "Simplicity, Safety, and Splendor" have exerted influences on Shaanxi universities. First, the constructions of colleges and universities that undertook the competition projects were improved; second, a practical platform was provided for students. The Games showed the level of competition by students competing for honor for their own schools. Student volunteers practiced "dedication, friendship, mutual assistance, and progress" to achieve the value of life. Through half a year of training, student performers made it in the opening ceremony and closing ceremony, bringing a beautiful scenery for the Games; third, all students can understand sports through the platform of the Fourteenth Games, feel the spirit of sports, and have a penchant for physical exercise; fourth, the sports culture contained in the Fourteenth Games were brought into campus and the development of sports in Shaanxi University has also brought promotion to college physical education courses.

2. Research Purposes

Through investigations and research on students of Xi'an Technological University who attended tennis course, this article explored the students' understanding of the Games, and their participation

in physical exercises after the Games, and used the social embedding theory to investigate the effects of the Games on college students who attended tennis courses. Through the specific example, the article will provide a reference for the development of P.E classes of universities who wish to take advantage of the Games and a reference for the development of large -scale sports meetings held by universities across the country, such as the reference of Tokyo Olympics for Universities in Beijing, that of Games for University Students for universities in Sichuan, and that of Asian Games for universities in Zhejiang, to name a few.

3. Research Method

The article adopts research methods such as literature and data method, questionnaire survey method, interview method, logical analysis method, and comprehensive induction method.

3.1 Literature and Data Method. Reviewing literature on sports development of the National Games and universities, organizing and summarizing, understanding the results of domestic and foreign research, and laying a solid theoretical foundation for this article.

3.2 Questionnaire Survey Method. According to the research task design survey questionnaire, the students of the Tennis Options Class of Xi'an University of Technology were investigated. As a research object of questionnaire survey, a total of 320 questionnaires were distributed, 311 were recovered, the recovery rate was 97.19%, and 311 valid questionnaires were effective. The purpose of the questionnaire is to master the students' understanding of the Games, as well as the exercise of college students after the Games, and provide data support for exploring the effects of the Games.

3.3 Interview Method. By interviewing faculties from Xi'an Technological University, Xi'an Jiaotong University, Northwest Agriculture and Forestry University, including the organizational committees, executive committees, competition committees participating in the Games as technical officials, etc. the effects of the Games in colleges and universities were dug out. At the same time, by communicating with students, the students' views on the Games and their influence on students were understood.

3.4 Logic Analysis Method. Through the analysis of the above research content, the research methods used and collected, the relevant conclusions are obtained.

3.5 Comprehensive Induction Method. Through literature, questionnaires, and interviews, the development of sports in colleges and universities were summarized, the effects of the Games concluded.

4. Results Analysis

4.1 Students' Understanding of the Fourteenth Games. The National Games of the People's Republic of China boasts the highest athletic level, the largest scale of running the competition with the widest radiation range. Having successfully held 13 sessions, the Fourteenth Games was held in Shaanxi, the first central and western province to host the National Games. From July to August of the same year, the 32nd Summer Olympic Games was held in Japan during which the Chinese National teams and athletes won 88 medals, including 38 gold medals, 32 silver medals, and 18 bronze medals, ranking second in the gold medal list and in overall medal list. 38 gold is the best achievement in the Olympic Games organized by the Chinese delegation overseas, winning the same number of Gold Medal as we did in London Olympics. This Olympic Games has set off a sports boom in China. The masses were passionate about Olympic Games and cared about sports progress. With the momentum of the Olympic Games, the Fourteenth Games also received unprecedented attention. It can also be seen from the questionnaire that 93.24% of students had a more or less understanding of the Fourteenth Games. 137 people (accounting for 44.05%) through related promotional slogans, pictures, videos, etc. (46.30%) watched the opening ceremony or competition, and 9 people (2.57%) whose family, friends, or themselves have participated in the Games. At the same time, because the students of Xi'an Technological University are from all over the country, the Fourteenth Games' promotion in a few areas was not enough, so a few students were not familiar with the Fourteenth Games, accounting for 6.75%.

Table 1. The extent of understanding to the Games

Options	Num.	Percentage
A Not at all	21	6.75%
B Partially (by reading relevant slogans or pictures)	137	44.05%
C Watching Opening Ceremony or Games (either on TV, on the Internet or on live)	144	46.30%
D Friends or Family members involved in the Games (such as athletes, volunteers, performers, and staff in relevant committees)	8	2.57%
E Personal Participation (as athletes, volunteers, performers)	1	0.32%

Xi'an Olympic Sports Center is the main venue of the Fourteenth Games. It also assumed the opening ceremony and closing ceremony of the Fourteenth Games. Xi'an Olympic Sports Center is only 3.8 kilometers away from Xi'an Technological University, and Xi'an Institute of Physical Education, Northwest University of Technology, Northwest Universities and other universities also undertook relevant tasks. 51.13% of students visited the 14th Games of the Xi'an Olympic Sports Center to experience the spirit of sports at a close range.

Table 2. Visit to Xi'an Olympic Sports Center

Options	Number	Percentage
A Yes	159	51.13%
B No	152	48.87%

4.2 The Reason for the Choice of Tennis Courses. Tennis was one of the competition projects of the Fourteenth Games. Through the questionnaire and interviews, 72.02% of students were interested in tennis projects or tennis players for watching the Games. They wanted to learn and improve the moves via tennis courses. In the meantime, they recommended that their fellow students choose tennis, and 15.43% of students who were recommended ended up choosing tennis courses. It can be seen that the Fourteenth Games will make more students start to participate in tennis, promote the popularization of campus tennis, and promote the development of campus sports.

Table 3. Reasons to choose tennis courses

Options	Number	Percentage
A A fan of some tennis players	60	19.29%
B Attempts to learn moves via courses	164	52.73%
C Recommendations from friends and classmates	48	15.43%
D Only game in town	15	4.82%
E A casual choice, without inclination	24	7.72%

4.3 The Impact of the Fourteenth Games on College Students. 85.43% of students (266 people in total) understood sports through the platform of the Fourteenth Games, felt the sports spirit and sports culture, or the spirit of the athlete's hard work. Driven by the atmosphere of the Games is driven, they were curious about a certain sport, and were willing to perform physical exercise. According to the routine lectures and the feedback from the teachers interviewed, students would also propose some contents and problems related to the Games in classroom. The students also expressed their hope that they could swing racket on tennis court like pro athletes in the Fourteen Games.

Table 4. Reasons of the choice over tennis courses

Options	Number	Percentage
A No Influence whatsoever	45	14.47%
B Due to the influence of the athletic spirit	139	44.69%
C Due to the atmosphere of the games	94	30.23%
D Due to a certain sport	33	10.61%

The effects of the Games were not only reflected in the classroom, but also in extracurricular activities. By understanding the Games, students' active selection of exercise (including tennis) increased the proportion of exercise (including tennis), and the number of times and durations of after-school exercise also increased significantly. 62.06% of the students interviewed for more than 75 minutes per week.

However, there was also the headache of insufficient time for physical exercises. 42.44% of students had insufficient extra-curricular exercise (less than 2 times), and 37.94% of students had less than 75 minutes of extra-curricular exercise. According to the "Basic Standards for Sports Work in High Schools" of the Ministry of Education of the People's Republic of China [1], the sports behavior of college students has a clear minimum requirement, and participating in at least 3 extra-curricular sports exercises a week. After communicating with students and teachers, the reason for this situation is that there were many curriculum arrangements, less time, and in addition to exercise, there were also community activities and after-school homework to occupy the spare time.

Table 5. The frequency of extra-curricular physical exercises on a weekly basis

Options	Number	Percentage
A Less than twice	132	42.44%
B 3-4	144	46.30%
C 5	24	7.72%
D More than 6	11	3.54%

Table 6. The total length of extra-curricular exercise per week

Options	Number	Percentage
A Less than 75min	118	37.94%
B 75-150min	153	49.20%
C 150min-300min	28	9.00%
D More than 300	12	3.86%

5. Application of Embedding Theory

"Embedding" means that the original independent things are combined with each other and nested together. There is a need for an embedded subject and an embedded object. Combining a certain proportion and interface, it can form a stable and lasting relationship and achieve an ideal embedded effect. Karl Polkani proposed the concept of "embedded" in "Big Transformation" and used this concept for economic theoretical analysis. Mark Grylandwitt published a paper "Economic Action and Social Structure: Embedded Questions" in the "American Sociology Magazine", which repeats embedded views and attracted great attention in the sociological community. At present, embedded theory has broken through the limitations of a single discipline context and fixed theoretical scene, and has become a comprehensive theoretical analysis framework, which is also widely used in various fields.

The core point of social embedded theory is between the subjects of a certain connection relationship. The stable and customary relationship formed due to long-term connection. The

existence of this relationship will affect the strategy selection and action tendency of the subject in the group.

Based on social embedded theory, the article looks into the effects of the Games on tennis courses held in universities, The embedded main body is the effects of the Games, the embedded object the college physical education courses, the embedded contents the specific content such as athletic culture and sport motivation, etc., the subject during the embedded process the college students [2].

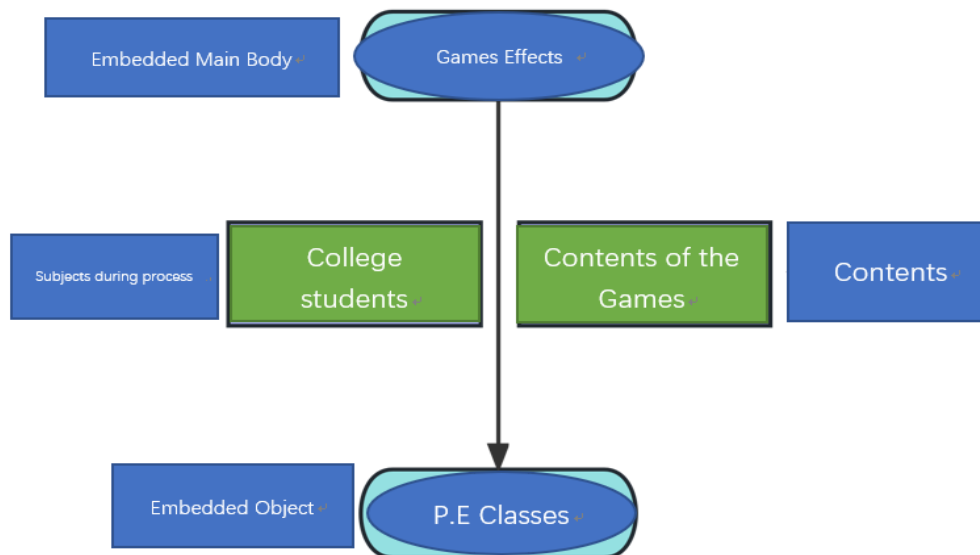


Figure 1. Application of social embedded theory to the Fourteenth Games

The Fourteenth Games, as the largest and highest specified comprehensive sports competition in China, has an impact on college sports [3]. The sports spirit such as the competition, the sports culture, and the hard work contained in the sports courses are embedded in the physical education courses. When they are embedded on a stable and long-term basis, the effects will have a profound impact on college physical education course as well as students' attitude and behavior. From the teaching quality of tennis courses, the selection of after-school exercises, to students' understanding of tennis and sports, as well as the promotion of sports culture in universities, all have a positive and positive effect

6. Conclusions

6.1 Promote the Teaching of Tennis Curriculum and Students' After-school Exercise, and Achieve Popularity of Tennis. As an elegant movement officially appeared in the 19th century, the rules of the competition and tennis etiquette are different from other sports. Through the display of the Fourteenth Games, more students have begun to contact tennis as a sport and hope to participate in it [4]. Not only did Xi'an Technological University, but also Xi'an Jiaotong University, Northwestern Agricultural and Forestry University have shown the increase of students who selected tennis course. Students are guided by athletes' tenacity and persistence, and they also start to choose to exercise as a priority outside class. Before the 14th Games, only a small number of students were at the tennis court of Xi'an Technological University for exercise. Under the influence of the Fourteenth Games, more students can be seen in the tennis courts. The school tennis atmosphere is getting stronger. In addition, students who exercise less than 3 times a week in the survey or less than 75 minutes of exercise per week should provide them with targeted extra-curricular exercise to ameliorate constitution, for example, aerobic exercises such as jogging in free time.

6.2 Promote the Construction of Sports Culture and Sports Spirit of Universities. The Fourteenth Games provides a platform for a number of sports, raise the awareness of college students to participate in sports, cultivates students' sports interest and exercise attitude [5], and promote the formation of good sports culture of colleges and universities. A healthy lifestyle and the habit of lifelong exercise provide a good environment. [6].

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