

A STUDY OF PAUL LENGRAND'S PHILOSOPHY OF LIFELONG PHYSICAL EDUCATION

Shiyang Weng

Ph. D. School of Physical Education & Health, Wenzhou University, Wenzhou, 325035, - China.

 <https://orcid.org/0009-0000-8706-3079> |  20195107@wzu.edu.cn

Ang Li

Ph. D. General Graduate School, Dongshin University, Naju, 545705 - Korea.

 <https://orcid.org/0009-0008-4953-7665> |  Liang95965@gmail.com

Pengcheng Li

Professor and Ph. D. Faculty of Teacher Education, Lishui University, Lishui 323000 – China.

 <https://orcid.org/0009-0007-5302-9105> |  109514719@qq.com

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Abstract: By employing a combination of literature review and logical induction, Paul Lengrand's lifelong writings regarding philosophy of physical education were methodically gathered, classified and synopsized. An astute analysis has indicated that Paul Lengrand's lifelong perspective on philosophy of physical education was shaped, in no small measure, by his singular historical context, societal exigencies, and personal encounters. Moreover, it has been revealed that his outlook on philosophy of physical education was an extension of his ardent commitment to lifelong education philosophy, while simultaneously enhancing and refining it. Physical education and sports are important contents of lifelong physical education. Sports should not be seen as a muscle activity, but should be combined with the current situation, morality and art, and the period should be integrated with lifelong education. Centered unequivocally around embracing physical exercise across all junctures of human existence, physical education was regarded as an indispensable dimension of life that exemplifies the durability, gradual progression, and comprehensiveness of lifelong physical education philosophy.

Keywords: Paul Lengrand. Lifelong education. Lifelong physical education. School physical education.

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Resumo: Paul Lengrand escreveu extensivamente sobre a filosofia da educação física, ao longo de sua vida. Esses trabalhos foram meticulosamente coletados, categorizados e sintetizados. De acordo com um estudo perceptivo, a postura vitalícia de Paul Lengrand sobre a filosofia da educação física foi significativamente influenciada por seu histórico singular, demandas sociais e interações interpessoais. Além disso, foi revelado que sua visão sobre a filosofia da educação física era uma extensão de seu profundo compromisso com a filosofia da educação, no decorrer da vida, ao mesmo tempo que a aprimorava e refinava. A educação física e o esporte são conteúdos importantes da educação física, ao longo da vida. O esporte não deve ser visto como uma atividade muscular, mas deve ser combinado com a situação atual, moral e arte, e o período deve ser integrado com a educação, durante a vida. Centrada inequivocamente em torno de abraçar o exercício físico em todos os momentos da existência humana, a educação física foi considerada como uma dimensão indispensável da vida que exemplifica a durabilidade, a progressão gradual e a abrangência da filosofia da educação física, ao longo da vida.

Palavras-chave: Paul Lengrand. Educação ao longo da vida. Educação física ao longo da vida. Educação física escolar.

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A STUDY OF PAUL LENGRAND'S PHILOSOPHY OF LIFELONG PHYSICAL EDUCATION¹

*Shiyang Weng*²

*Ang Li*³

*Pengcheng Li*⁴

Abstract: By employing a combination of literature review and logical induction, Paul Lengrand's lifelong writings regarding philosophy of physical education were methodically gathered, classified and synopsized. An astute analysis has indicated that Paul Lengrand's lifelong perspective on philosophy of physical education was shaped, in no small measure, by his singular historical context, societal exigencies, and personal encounters. Moreover, it has been revealed that his outlook on philosophy of physical education was an extension of his ardent commitment to lifelong education philosophy, while simultaneously enhancing and refining it. Physical education and sports are important contents of lifelong physical education. Sports should not be seen as a muscle activity, but should be combined with the current situation, morality and art, and the period should be integrated with lifelong education. Centered unequivocally around embracing physical exercise across all junctures of human existence, physical education was regarded as an indispensable dimension of life that exemplifies the durability, gradual progression, and comprehensiveness of lifelong physical education philosophy.

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INTRODUCTION

Paul Lengrand (1910-2003) was a celebrated French scholar of education, acclaimed as the pioneering figure behind the conception of lifelong learning (Cao; Miao, 2010, p. 155). The paramountcy of this idea has inarguably permeated today's educational landscape, and the notion of perpetual physical education can be considered a fundamental, yet underappreciated, dimension of this topic.

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² Ph. D. School of Physical Education & Health, Wenzhou University, Wenzhou, 325035, - China. ORCID: <https://orcid.org/0009-0000-8706-3079>. E-mail: 20195107@wzu.edu.cn.

³ Ph. D. General Graduate School, Dongshin University. Naju, 545705 - Korea. ORCID: <https://orcid.org/0009-0008-4953-7665>. E-mail: Liang95965@gmail.com.

⁴ Professor and Ph. D. Faculty of Teacher Education, Lishui University, Lishui 323000 – China, ORCID: <https://orcid.org/0009-0007-5302-9105>. E-mail: 109514719@qq.com.

1 THE ORIGIN AND BACKGROUND OF PAUL LENGRAND'S PHILOSOPHY OF LIFELONG PHYSICAL EDUCATION

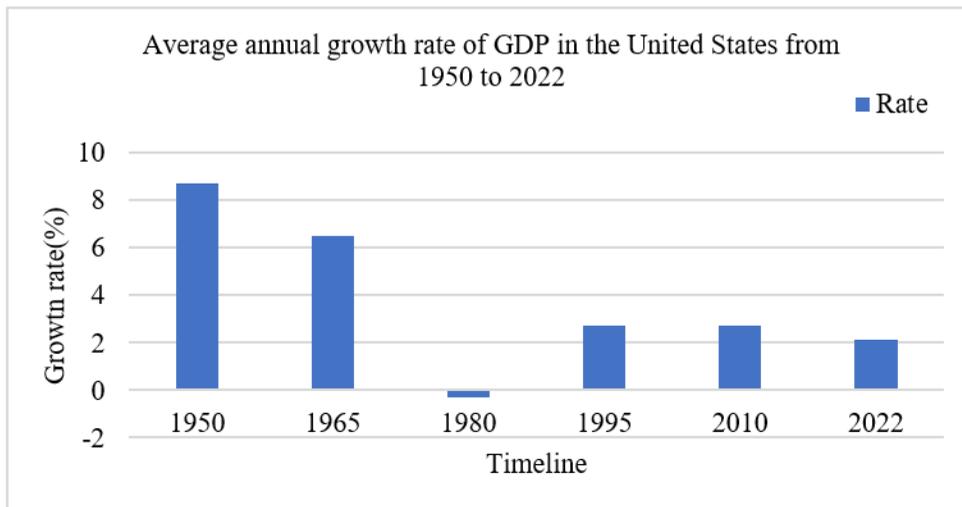
1.1 THE URGENCY OF THE TIMES

The implementation of the idea of modern lifelong education began in 1965 and was proposed by Paul Lengrand, a French educator. The concept of lifelong education developed alongside historical progress and societal needs, representing the fundamental core of Paul Lengrand's philosophy. In the 1950s, the world underwent tremendous transformations in the geopolitical and economic spheres, as global competition intensified with breakneck speed. This era of development created a demand for workers with a new set of skills and knowledge that could not be wholly provided by traditional education, thus giving rise to the seed of Paul Lengrand's philosophy of lifelong education.

1.2 SOCIAL DEVELOPMENT NEEDS

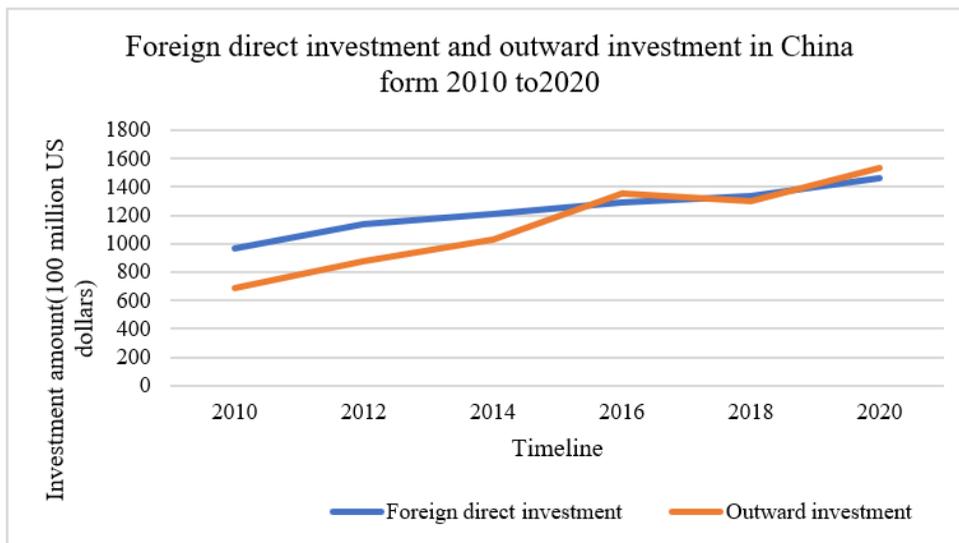
After the end of World War II, global economic growth accelerated and international competition became increasingly fierce. At the same time, the demand for improving labor skills to enhance productivity continued to grow. Taking the United States as an example, the average annual growth rate of its gross domestic product from 1950 to 2022 is shown in Figure 1. Paul Lengrand saw the limitations of the traditional education system, which lacked the enlightenment stage of modern education and did not provide adult education for graduates. In addition to meeting national political and economic development needs, rapid worldwide development disrupted the balance of knowledge, as scientific and technological advancements pushed people to update their knowledge continuously. In the era of instant information dissemination, frequent international exchanges have led to ideological conflicts. As shown in Figure 2, China's foreign direct investment and outward investment showed an overall upward trend from 2010 to 2020, requiring people to cultivate a new ability to acquire and recognize information, which is beyond the scope of traditional education.

Figure 1 – GDP growth rate of the United States from 1950 to 2022



Source: Woolf (2023, p. 970)

Figure 2 – Foreign direct investment and outward investment in China from 2010 to 2020



Source: Woolf (2023, p. 975)

1.3 PERSONAL DEVELOPMENT RESERVES

The formation of an individual's thoughts is intertwined with the thinker's times, cultural background and personal experience. Paul Lengrand's philosophy of lifelong physical education was influenced not only by the era, but also by his educational and

working background. Growing up in an affluent family, Paul Lengrand was exposed to new educational ideas from a young age. After graduating from the University of Paris with a law degree, he worked at the Grenoble Workers' Education Center. Following World War II, Paul Lengrand spearheaded "mass and culture" education initiatives, while in the 1950s, he served as the Secretary-General of the French Association for Cultural Development and as a member of the Education Development Committee, entrusted with the adult education program of the Organization for Economic Cooperation and Development (OECD) (Luo, 2008, p. 126). Influenced by new educational ideas in his childhood, enriched by varied teaching experiences and having leadership experience in various educational movements, Paul Lengrand's philosophy of lifelong education was the product of multiple factors (Luo, 2002, p. 829).

In order to fully understand Paul Lengrand's philosophy of lifelong physical education, this article conducts in-depth research on it, and comprehensively explores the historical basis, basic characteristics, key elements, development and its impact on Chinese school physical education of Paul Lengrand's philosophy of lifelong physical education. From a philosophical perspective, this article fully explores Paul Lengrand's philosophy of lifelong physical education and its practical significance, in order to improve Chinese physical education. It plays an important role in promoting students' lifelong learning and teachers' lifelong education.

2 THE HISTORICAL FOUNDATION OF LENGRAND'S PHILOSOPHY OF LIFELONG PHYSICAL EDUCATION

2.1 SUPPORT FOR THE CONCEPT OF LIFELONG PHYSICAL EDUCATION

Lifelong education refers to a set of ideas, principles, and research methods that encompasses both formal and informal education across an individual's entire life. Long gone are the days when a fixed amount of knowledge could be learned and applied for a lifetime (Liu; Jia, 2014, p. 24).

Physical education is the promotion and development of human body and mind through physical education, in order to promote the realization of educational objectives. Lifelong education is a comprehensive system of thought that is deeply intertwined with all aspects of individual and societal life. Physical education should be a continuous process, lasting for a lifetime. The old idea that a fixed amount of knowledge acquisition is enough to enable individuals to have lifelong learning ability has become outdated (Lengrand, 1975, p. 44). The lifelong education system includes several overarching concepts that provide a strong foundation for lifelong physical education.

First, the contents of education are developing. Science is constantly evolving, and knowledge is continually being updated and iterated. Therefore, only through continuous learning and education can one be adapted to these changes. With the development of human society and knowledge levels, the content of education changes over time. For example, during the Stone Age, education mainly comprised of hunting and gathering. In agricultural civilizations, education focused on farming.

Second, education needs also vary during different stages of an individual's life. In addition to formal school education, adult education and pre-school education are also important components of lifelong education. During the youth years, students receive education from schools and families, learning basic subjects, developing study habits, and cultivating correct values. In adulthood, individuals require learning new knowledge during their work activities, and gaining parenting experience. Education is critical at every stage of life, where it enriches and guides an individual's existence.

Lastly, education is tailored to different industries and social roles, covering both specialized knowledge and skill enhancement. Lifelong education aims to provide individuals with the education they truly need, deepening their professional knowledge, enhancing their skills, and enabling them to achieve better development.

Furthermore, lifelong education is not confined to specific subject education but also encompasses fostering good learning habits and boosting learning ability. In summary, lifelong education covers all aspects of education and encompasses all fields and stages of an individual's life, forming an organic entity (Lei, 2013, p. 41).

2.2 THE DEVELOPMENT AND DERIVATION OF LIFELONG PHYSICAL EDUCATION PHILOSOPHY

Physical education and general education have a complex relationship. School education includes diverse subjects, such as language, mathematics and physical education. It plays an irreplaceable role in improving the quality of education. Accordingly, the concept of "lifelong physical education" is an extension of "lifelong education", enriching and improving the latter. Shao Weide, Zhang Bo, Li Qidi and Gu Min (2013, p. 27) posited the importance of better integrating sports and physical activity with lifelong education, thereby breaking away from their conventional association with muscle training, and instead fusing them with intellectual, ethical, artistic, social and civic activities. By doing so, lifelong physical education is viewed as an interlinked concept with society and culture, thus occupying an essential place in lifelong education (Zhao; Tao, 2017, p. 11).

Paul Lengrand (2014, p. 128), in his work *Introduction to Lifelong Education*, asserted that "[...] physical education should find its appropriate place in lifelong education". This statement paved the way for the emergence of the concept of lifelong physical education within the broader framework of lifelong learning. Lifelong physical education assumes a

central position within the concept of lifelong education, illuminating and enhancing the inherent connotations and value of the latter.

2.3 THE DISSEMINATION OF LIFELONG PHYSICAL EDUCATION PHILOSOPHY

In the 1960s, driven by Paul Lengrand's advocacy and the support of the United Nations Educational, Scientific and Cultural Organization (UNESCO), the concept of lifelong education gained widespread dissemination. A plethora of scholarly literature emerged, enriching the theoretical framework of lifelong education (Song, 2005, p. 10; Maclennan, 1993, p. 517). With the global diffusion of lifelong education, the notion of lifelong physical education philosophy has gradually garnered recognition among individuals (Fang; Shi, 2012, p. 12). In 1978, the *International Charter of Physical Education and Sport* put forth a pivotal provision, stating that "[...] a globally inclusive and democratized system of lifelong education must be established to ensure the integration of physical activities and sports practices into the lives of every individual" (Cui, 2013b, p. 47). This clause serves as an institutional guarantee for the implementation of lifelong physical education philosophy. The essence of lifelong physical education lies in promoting continuous engagement in physical exercise throughout the entirety of one's lifespan, making sports an enduring facet of the human experience. Under the guiding principles of lifelong physical education, physical education is comprehensively refined to encompass various dimensions of life, adaptable to diverse contexts and inclusive of different age groups. In the contemporary era, lifelong physical education philosophy has evolved into a sophisticated and holistic ideological framework within the realm of sports.

3 THE BASIC CHARACTERISTICS OF PAUL LENGRAND'S PHILOSOPHY OF LIFELONG PHYSICAL EDUCATION

The concept of lifelong physical education is closely tied to the overall concept of lifelong learning (Field, 2010, p. 89). As such, many of the attributes held in common between the two concepts also find expression in lifelong physical education. At the same time, however, lifelong physical education also possesses its own distinctive contents and features. This concept has developed into a comprehensive ideological system, enriching and expanding upon the principles of lifelong learning (Wu, 2000, p. 91; Finch, 2013, p. 111).

3.1 THE LIFELONGNESS OF PAUL LENGRAND'S PHILOSOPHY OF LIFELONG PHYSICAL EDUCATION

According to traditional educational beliefs, physical education is often regarded as a mere diversion or extracurricular activity that is only relevant during a brief time period in an individual's life. Sports activities are often neglected during the elementary and middle school years, and only receive attention during high school physical education classes in some countries. In higher education or apprenticeship programs, physical education is often viewed as a minor aspect or even absent altogether, once an individual reaches adulthood. From the perspective of lifelong education, however, this outlook is clearly unreasonable. Lifelong education believes that education is a continuous process that spans a person's entire lifetime, and that one should continue to learn and develop throughout one's life, regardless of age (Field, 2001, p. 3). In the context of lifelong physical education, the slogan "[...] exercise an hour a day, work healthily for 50 years, and live happily for a lifetime" holds true at any stage of life. Therefore, physical education is indispensable throughout an individual's lifetime. Furthermore, lifelong physical education asserts that human development is cyclical, and that different physical activities are needed at different stages of an individual's life (Opstoel; Laurent; Frans *et al.* 2020, p. 797). As such, exercise routines should adapt to changes in the physical and psychological characteristics of different life stages. The concept of lifelong physical education demands that individuals learn and engage in physical activities throughout their lives, making sports an integral part of life-long learning (Šimenc; Kodelja, 2016, p. 1714).

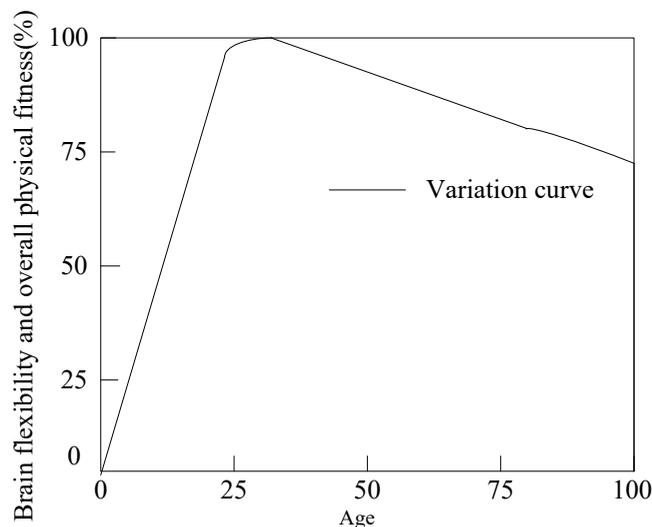
3.2 THE STAGES OF PAUL LENGRAND'S PHILOSOPHY OF LIFELONG PHYSICAL EDUCATION

The concept of lifelong physical education posits the idea that sports and physical activities are a continuous thread that runs throughout an individual's life. Furthermore, it recognizes that different stages of life require different types of physical activities, indicating that lifelong physical education has a cyclical nature with different stages of development and discernible patterns of progression (Elfert, 2013, p. 263).

Lifelong education holds that individuals should receive different educational opportunities at each stage of life, and the concept of lifelong physical education reinforces this idea by recognizing that different stages of life necessitate different physical activities based on the body's changing needs (Lengrand, 1975, p. 71). Therefore, physical activity that is adapted to different age groups can create a more efficient and effective training effect. Physical activities for children and adolescents aim to support and promote growth and development (Azimovna, 2020, p. 99). Physical activity during adulthood is geared towards maintaining physical function to support work, study and life, and physical activities for older adults prioritize health maintenance and longevity.

Scientific research reveals that brain agility and overall physical capabilities tend to decline with age (Oswald; Guye; Liem, 2019, p. 1), as shown in Figure 3. Therefore, learning and developing physical skills, particularly those requiring flexibility, such as dancing, swimming, figure skating, and so on, require early cultivation to achieve significant proficiency, highlighting the cyclical nature of lifelong physical education.

Figure 3 – Changes in brain flexibility and overall physical abilities



Source: Oswald; Guye; Liem (2019, p. 1)

3.3 THE INTEGRITY OF PAUL LENGRAND'S PHILOSOPHY OF LIFELONG PHYSICAL EDUCATION

The prevalent attitude towards sports, as a mere interlude or secondary activity, is a dangerous counterpoint to its paramount importance across the gamut of social lifestyles (Kenneth, 2004, p. 23). This problem is evident not only among laypeople with distorted perceptions of sports, but also among professional athletes and sports executives who foster unhealthy attitudes. Evidently, in traditional educational ideologies and secular cultures, sports are relegated to an isolated status as an individual entity.

In contrast, the ethos of lifelong physical education posits that sports ought not to be regarded so flippantly. Rather, physical education plays a pivotal role in the field of education, fostering physical robustness, elevating the spirit and laying the groundwork for other educational endeavors, all of which warrant the respect and deference they so rightly deserve. Broader in scope, physical education likewise occupies an integral position in social and cultural constructs (Corbin, 2021, p. 308).

Long ago, people's understanding of sports has expanded beyond competitive athletics solely for professional athletes. It now encompasses school physical education, social physical culture and mass sports, providing people of diverse professions and age groups with opportunities to engage in physical activity. Physical education has become a vital aspect of global culture. In modern times, people take part in exercise during their studies and work, and after meals, they revel in watching sports games. People worldwide participate in sports and enjoy them. The concept of lifelong physical education aims to break down cultural barriers that previously stifled pure sports. By integrating physical education comprehensively and systematically, combining them with diverse cultural perspectives, sports can coalesce organically as a vital component of social harmony.

3.4 THE NECESSITY OF PAUL LENGRAND'S PHILOSOPHY OF LIFELONG PHYSICAL EDUCATION

Education is a unique phenomenon in human society, and any societal progress or personal development is inseparable from education (Jarvis, 2004, p. 22). Lifelong education is essential for human society, and so is lifelong physical education (Wain, 2006, p. 85). The right to lifelong physical education should be fully safeguarded. For a country, the provision of lifelong education and physical education for its citizens facilitates progress in national productivity. Lifelong sports exercise improves the individuals' physical fitness, raises the nationals' health level, contributes to their participation in the nation-building process, and promotes national prosperity and strength. From the perspective of human society, elevated human health inspires the continuity and development of human civilization.

4 INTERPRETATION OF THE KEY ELEMENTS OF PAUL LENGRAND'S PHILOSOPHY OF PHYSICAL EDUCATION

In his seminal work *An Introduction to Lifelong Education*, Paul Lengrand put forth a plethora of novel conceptualizations. The meaning of these notions is elucidated by lending an arm from the vantage point of lifelong physical education, allowing for the appreciation of the fullness of their implications.

4.1 BODY

When speaking of physical education, it goes beyond just muscles and nerves, skills and acute perception. The crux lies in the fact that the individual's life is an integral part and cornerstone of their entire personality. The body has its own language, and mastery of this language is as closely interconnected and interdependent with intellectual and emotional languages. Overcoming various forms of physical education is, in fact, one of the crucial goals of lifelong education (Qian, 2019, p. 49).

The concept of lifelong physical education places great emphasis on the importance of the “body” (Kim; Kim; Rhee, 2022, p. 24). Individuals should approach their bodies as they would with language and technical skills; they should master their own “body” fully. People must possess a thorough understanding of their own bodies, just as one would approach learning any language.

Paul Lengrand placed great emphasis on the importance of the “human body” in the development of human beings. In his words: “To assume that humanity only discovered its own body and its functions in the modern era is undoubtedly far too naïve” (Lengrand, 1975, p. 75). Firstly, humanity has always been aware of the presence of its physical body. Ignoring this presence immediately leads to a reminder (Huang, 2014, p. 39; Broadwell; Tangherlini, 2016, p. 14). Additionally, everything related to the human body has been given due importance in civilized society. People have learned to use the physical body to express their desires and emotions, their relationship with the outside world and their need for beauty in festivals, rituals, dances and sexual encounters (Zhang, 2009, p. 117; D’amore, 2017, p. 58). According to Lengrand, the “body” is a crucial factor in the development of lifelong physical education.

4.2 STONES

The human body is not just composed of bones and flesh but also of stones- a metaphor for the material environment that shapes humans. Human beings are inseparable from their material environment, and the two are interdependent. The “stones” provide a place for humanity to live but also bring limitations. The problem of creating and improving the material environment for human existence has become a major challenge (Jiang, 2022, p. 132).

To address this challenge, Paul Lengrand proposed a reform strategy. On the one hand, education should be viewed as a continuous process that runs through different stages of a person’s life and must be reformed from this perspective. The concept of lifelong physical education plays an important role in education. People should create a good sports environment by building fitness parks, public sports venues, and so on, to make physical activity convenient. Knowledge related to sports should be widely disseminated to enhance people’s physical literacy (Lengrand, 1975, p. 63). As Paul Lengrand suggested, educators should establish a powerful and vibrant alliance with “[...] those responsible for building towns and houses” to explore new educational methods. The concept of lifelong physical education should become an important component of the material environment, influencing and molding people (Fang; Shi, 2012, p. 12).

4.3 LEISURE

As technology advances and the level of productivity increases, people have more discretionary leisure time. Paul Lengrand's philosophy of lifelong physical education suggests that leisure time should be fully and reasonably utilized. There are various ways to utilize leisure time, such as resting, entertaining, learning, or engaging in physical activities. People should be educated on how to effectively utilize these periods of time in a valuable manner, which in turn makes leisure time more meaningful. Properly engaging in physical exercise during leisure time is also one of the objectives of lifelong physical education.

5 THE DEVELOPMENT OF LENGRAND'S SPORTS PHILOSOPHY IN THE CONTEMPORARY CONTEXT

5.1 CHANGES IN THE CONCEPT OF HEALTH

Paul Lengrand emphasized the importance of the "body" in the development of humanity in his work *An Introduction to Lifelong Education*. He stated that to assume that "[...] humans only discovered their own physical state and functions now is far too naive" (Cui, 2013a, p. 51). He told people that the human "body" can "speak" and different needs can be reflected at different levels.

Depending on their health status, individuals can feel signals coming from their bodies, prompting them to engage in different forms of exercise. For overweight individuals, exercises should be primarily focused on aerobic training, accompanied by appropriate strength training. For individuals with high blood pressure, moderate-intensity exercises targeting the trunk and limb muscle groups are recommended. For children, exercises should take into account the developmental characteristics of bones, muscles and joints at this age stage, with a focus on developing strength in lower limbs and small muscle groups. For elderly individuals, exercises should be low-intensity and performed at an appropriate level.

Paul Lengrand believed that people should not wait for illness to strike before recognizing the importance of exercise. The new concept of health should be to engage in continuous, matching and preventive exercises (Xing, 2022, p. 3).

5.2 THE CONVERSION OF CONTENT AND METHOD DIMENSIONS

The focus of modern educational theory has shifted from emphasizing educational content to focusing on the methodology of educational dissemination. The contemporary academia in this field, coupled with the progress of educational practice, has promoted the emergence of a new theoretical framework, emphasizing the central role of methodological paradigms in the development of education (Lengrand, 1975, p. 63).

In the traditional model of education, teachers tend to confine their instruction to exam-oriented knowledge and its clinical significance, thus overlooking the students' innate interest in the subject matter at hand. In the present epoch, education theory advocates for the cultivation of learning methodologies, interests and habits to foster a more sustainable and optimal educational experience.

In the context of this modern age, physical education has undergone a commensurate transformation, whereby it is no longer perceived as a mere mechanical initiation into the rudiments of corporeal skills. Instead, teachers now design physically engaging and stimulating games that entail the integration of sporting skills and techniques. By infusing pedagogy with lively and animated strategies, educators can evoke the students' natural affinities for physical activity, and offer positive affirmations throughout sporting activities, thereby enhancing their sense of accomplishment and solidifying their interest in athletics. For Paul Lengrand, while the content of education may be immutable, the methodologies that enable its transmission and successful absorption can continually evolve, so as to ensure that each student's pathway to scholastic excellence is customized and optimized, thereby establishing a sound foundation for lifelong learning.

5.3 SKILLS IN HARMONY WITH BODY AND MIND

It is vital that sports activities align with an individual's specific physical and mental developmental stage. For instance, during the school phase, students experience a peak period of physical development. Missing out on this phase may hinder the optimal development of certain physical abilities later on. Adolescents and children possess remarkable learning capacity and high attentiveness. Thus, participating in diverse physical activities during this stage can enhance holistic physical and mental development and improve physical coordination.

In 1960, the International Adult Education Conference, followed by the International Commission for the Promotion of Adult Education Conference in 1965 both emphasized the requirement for modern education to align with the developmental needs of society for the cultivation of well-rounded individuals possessing three key attributes: sound physical health, noble moral values, and rich scientific and cultural knowledge. This marked the first instance where physical health was prioritized as one of the key standards of "balanced development" in the assessment of an individual's talent (Song, 2005, p. 10).

This elevation of the status of physical education, within the educational system, has led to greater attention being paid to sports and physical activity.

6 THE INFLUENCE OF PAUL LENGRAND'S PHILOSOPHY OF LIFELONG PHYSICAL EDUCATION ON SCHOOL PHYSICAL EDUCATION IN CHINA

Lifelong education is a development direction of physical education, which plays an increasingly important role not only in the lifelong education system, but also in modern national education. South Korea is the third country to promote the construction of its education system through the rule of law. It also considers lifelong education as a legislation, which not only promotes its economic and social development, but also promotes close collaboration between businesses and communities (Lee, 2008, p. 190). Lifelong physical education is not just an institutional arrangement. Its more important value lies in its ability to form teachers' self-awareness through norms, thereby stimulating their subjective initiative. In practical operation, developed countries, such as the United States and Japan, often combine teachers' lifelong education with their personal career development, making their quantity and quality an important part of their professionalization, in order to promote the construction of internal and external incentive mechanisms.

With the continuous development of Chinese society, various technologies and intelligence have replaced China's traditional means of production, resulting in fewer opportunities for physical exercise. Therefore, the demand for sports and sports activities, among the Chinese people, is increasing. In response, China has begun various explorations in sports research and reform.

Since the establishment of the People's Republic of China, the government has devoted immense resources to Olympic sports projects and has achieved outstanding results in the Olympic Games. With the country's opening up and reform, lifelong physical education began to spread throughout China, leading to a flourishing sports industry and a marked improvement in the nation's physical fitness as a whole (Liu, 2022, p. 43). Schools play a fundamental role as the cornerstone of physical education in China. They are an integral part of the education sector and shoulder the responsibility of developing social and competitive sports. As such, it is crucial to fully embrace school physical education as a crucial component of modern education in China, as well as a critical factor in the development of competitive and social sports culture, and a key element in China's efforts to establish itself as a world sports power. The philosophy of lifelong physical education not only cultivates talent with comprehensive moral, intellectual and physical development, but also enhances the entire Chinese nation's physical fitness and fosters a large number of outstanding sports personnel (Wang; Sun, 2022, p. 14). The implementation of lifelong physical education has played a pivotal role in the reform of school physical education in China, while also holding profound significance for the historical and contemporary development of the sports industry. Firstly, it is essential to lay a solid foundation in physical education.

In fact, it has been proven that after a certain age, some memories can lose their sharpness and adaptability, making learning and accepting certain subjects, such as mathematics or foreign languages, difficult to overcome in certain circumstances. This situation also applies to mastering the skills required for sports, especially in training for skills that are opposite to natural movements or those that require the flexibility of the body, where the influence of age is more apparent. For example, in dancing, playing the violin or ice skating, to reach a certain level proficiency, skills, reactions, and habits, must be developed at an early stage of life (Lengrand, 2014, p. 128).

In Paul Lengrand's philosophy of lifelong physical education, different stages of life have different levels of importance. School physical education is a critical component of lifelong physical education in all its stages, as physical education during the school age plays a fundamental and primary role in the development of students' physical abilities, and should be an area in which people focus keenly. School physical education serves as a link among the various stages of lifelong physical education and is a crucial period for cultivating students' lifelong physical education ideology (Qian, 2019, p. 49; Stepien, 2021, p. 269).

The current development tasks faced by China, such as the process of new industrialization and urbanization, put forward not only new requirements for subject education reform but also urgent requirements for the development of physical education. Facing the promotion of education modernization in 2030, the traditional thinking of "education is school education" should be broken down in school education time, and the importance of lifelong physical education, in a rapidly changing social era, should be fully recognized. Firstly, physical education should be placed on an equal footing with other subject education, and the path of China's education modernization should be planned from the perspective of broad education and all social members' common progress. The contradiction between China's inherent school education and the diversified and dynamic modern lifelong education determines that "empowering people with the right to learn" is an important aspect of lifelong education reform. The right to learn and the expansion of living space are two important indicators for evaluating the development of lifelong physical education. The focus on human survival rights and quality of life is the core connotation of lifelong education. From this perspective, the development of physical education in China is how to implement the concept of "people-oriented". Whether it is establishing a lifelong education system or carrying out school education and teaching reform, the goal is to achieve comprehensive human development. Leaving away from the core link of cultivating morality and talent, without paying attention to students' learning rights and sustainable development, any teaching reform loses its substantive significance.

Secondly, fostering interest in physical education is of paramount importance. Interest is the best teacher, and cultivating a passion for physical education can bring lifelong benefits. In his philosophy of lifelong education, Paul Lengrand emphasized the importance of

focusing on teaching methods rather than merely imparting knowledge. Once students have developed a certain degree of interest in physical education, it is important to continuously reinforce and develop it during their leisure time, so that the idea of lifelong physical fitness is deeply ingrained in their hearts. Learning attitude can usually be judged and explained from aspects such as students' attention, emotional state and willpower towards learning. However, in China's school system, there are inadequacies in terms of cultivating interests in physical education. Some physical education teachers rigidly follow the prescribed curriculum and only aim to fulfill the teaching requirements, which makes it challenging for students to develop a genuine interest in the subject. From the perspective of lifelong physical education, teachers must continually optimize their teaching methods by designing stimulating physical games, organizing exciting activities, and ensuring that students not only enjoy themselves, but also acquire technical skills. Through this approach, students naturally develop a keen interest in physical education.

Thirdly, creating a conducive atmosphere for physical education is crucial. This must begin with collective activities during breaks and extracurricular physical activities. Only by letting students experience the joy that comes with engaging in sports as a group can they be encouraged to voluntarily participate in such activities. In their free time, parents should make reasonable arrangements for students to participate in a range of physical activities which they enjoy. This provides a foundation for developing a mindset for lifelong fitness.

Fourthly, cultivating a philosophy of physical education is essential. This encompasses proficiency in physical education knowledge, sports techniques and sports skills. Developing a sound physical education philosophy has a positive effect on both physical and mental health, improving overall vitality. A healthy physical education philosophy can have a lasting impact on maintaining good physical function throughout one's life. However, given the different circumstances at different stages of life, the ways and purposes of exercise also vary. Therefore, students must consciously engage in physical exercise, form the habit of learning about physical education and, continually, adjust their exercise routines based on their specific needs in order to form a physical education philosophy that benefits them throughout their lives.

Fifthly, the cultivation of physical education consciousness is imperative for attaining the goal of lifelong physical fitness and promoting active involvement in physical exercise. Physical education consciousness refers to the subjective reflection of objective sports-related phenomena through a multitude of psychological processes, such as sports perception and cogitation (Zhou, 2020, p. 1). It is vital to ingrain a physical someone to analyze education consciousness within students, so as to actively engage in sports activities and achieve lifelong physical fitness. To construct a sound physical education consciousness, it is essential to evoke students' interests in sports and initiate activities that stimulate their curiosity. By embracing favorable physical exercise habits, students take an ardent role in sports activities, becoming

essential players in learning about sports and participating in physical exercise. Establishing customized workout plans that cater to the students' distinctive physical fitness and skill levels, through practical experiences, is also critical for fostering intrinsically motivated engagement in exercise. Enhancing self-awareness, in physical education consciousness, necessitates ongoing reinforcement throughout replicable physical activities.

CONCLUSIONS

Firstly, Paul Lengrand's philosophy of lifelong physical education plays an integral role in his broader philosophy of lifelong education. This philosophy extends beyond the traditional understanding of athletics, enriching the meaning and value of sports. Physical education is no longer viewed solely as a temporary endeavor in life, but rather as a lifelong pursuit. The contributions of Paul Lengrand's philosophy of lifelong physical fitness cannot be overstated in regards to the reform of modern athletics.

Secondly, Paul Lengrand's philosophy of lifelong physical education has propelled and advanced the development of physical education in schools. Physical education has become more diverse in its methods, extending beyond the simple imparting of knowledge and skills. The teaching of physical education has become more flexible and attuned to the individual students' characteristics. The philosophy of lifelong physical education has become the fundamental guiding principle for educational reform in schools worldwide.

Thirdly, Paul Lengrand's philosophy of lifelong physical education has had a widespread and enduring impact. Many Western countries have incorporated the philosophy of lifelong physical education into educational practice, such as the United States, Japan and South Korea, which have established different lifelong education mechanisms and systems based on the philosophy of lifelong physical education and combined with national conditions and educational development practices. School education pays more attention to the impact of physical education on students' personal growth and development, and society is no longer satisfied with only superficial reforms of school physical education. Rather, there is a concerted effort to enhance the service of physical education to both the general and competitive sports sectors, enriching the diversity of sports content, and creating more flexible and suitable teaching methods.

Lifelong education is truly education, not only in enabling people to acquire some knowledge or the ability to survive, but also in personal development and self-realization. Its implementation requires the transformation of school education, and more importantly, the establishment of the position and role of physical education in education. In the actual development of physical education, it can be based on the current level of education and social development, draw inspiration from Paul Longrand's philosophy of lifelong sports and

fully consider reality to actively and steadily promote the development of lifelong physical education.

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