

Implications of Multicultural Sports Culture for the Cultivation of Community Awareness among Students in Higher Vocational Colleges

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Abstract: Against the backdrop of the rapid expansion of higher vocational education and the increasing diversification of student demographics, it is imperative to reconstruct students' cultural identity and sense of community. As a cultural form characterized by high levels of participation, symbolism, and integration, multicultural sports culture not only carries rich social significance and value logic but also provides a unique path for cultivating students' community awareness in higher vocational colleges. This paper, based on the structural attributes and social functions of multicultural sports culture, analyzes its mechanisms of influence on students' psychological identification, group belonging, and cultural internalization, and reveals the underlying logic of sports culture in shaping individual identity and generating collective values. By examining the mechanisms of cultural resonance, the system of sports symbols, and patterns of bodily practice, it explores the pathways through which multicultural sports culture activates students' community awareness within the context of vocational education.

Keywords: multicultural sports culture; higher vocational colleges; community awareness; cultural identity; bodily practice

Introduction

While fulfilling the functional role of vocational education, higher vocational colleges are increasingly emphasizing the development of students' social personalities and collective consciousness. Under the current conditions of wide-ranging student origins and diverse cultural backgrounds, building a cohesive sense of campus community has become a critical foundation for improving educational quality and achieving educational goals. Community awareness, as a comprehensive reflection of individuals' cognitive understanding of and emotional attachment to their group, represents a core psychological structure in the process of student socialization. Sports culture, by virtue of its inherent participatory, symbolic, and interactive nature, has gradually become an important cultural medium connecting individuals with the collective. Particularly within the context of multicultural sports culture, various cultural traditions, behavioral norms, and value systems are integrated and interact through sports activities, offering students multiple levels of social cognition and cultural experience. Based on an in-depth analysis of the connotation, functions, and dissemination mechanisms of multicultural sports culture, this paper focuses on its embedded patterns and cultivation value in the development of community awareness among vocational students, aiming to provide new theoretical perspectives and practical insights for the holistic development of individuals within the vocational education system.

1. Interpretation of the Concept and Value Connotations of Multicultural Sports Culture

1.1 Definition and Structural Composition of Multicultural Sports Culture

Multicultural sports culture is a cultural system that integrates diverse forms of sports, cultural values, and social experiences. Its core characteristics lie in structural complexity, value pluralism, and cross-boundary dissemination. This cultural form encompasses various types of sports, including competitive sports, traditional sports, mass sports, and recreational sports, and incorporates bodily practices and symbolic meanings constructed by different ethnicities, regions, social classes, and age

groups. On the cognitive level, multicultural sports culture represents the concrete manifestation of cultural diversity in the realm of sports, highlighting the deep connection between sports activities and individuals' social identity, cultural recognition, and value orientation.

Structurally, multicultural sports culture can be regarded as a compound system composed of three dimensions: material form, institutional form, and spiritual form. The material dimension includes sports facilities, equipment, venues, and apparel; the institutional dimension is reflected in systems of rules, behavioral norms, and organizational forms; the spiritual dimension carries value ideologies, bodily perceptions, competitive spirit, and collective consciousness. This multilayered structure allows sports culture to adapt, embed, and interact effectively with local social contexts across different domains, making it an indispensable cultural resource in the modern educational system^[1].

1.2 Social Functions and Identity Mechanisms of Sports Culture

As a highly socialized cultural form, sports culture plays an irreplaceable role in group construction and the formation of collective consciousness. First, through physical participation, group interaction, and symbolic rituals, it strengthens the connection between individuals and groups, establishing a foundational pathway for cultural identity through emotional resonance, shared experiences, and synchronized behaviors. Second, the competitive and cooperative characteristics of sports culture inherently embody the spirit of collaboration, awareness of rules, and a sense of collective responsibility, thereby providing behavioral logic and a value framework for the development of community awareness.

The formation of identity mechanisms mainly relies on the symbolic meanings and interactive patterns embedded in sports culture. Specific sports activities often construct systems of cultural symbols, enabling participants to affirm their identity and express their sense of belonging through repeated engagement. By participating in the same sports activity, adhering to the same set of rules, and sharing similar experiences of achievement, individuals gradually establish emotional connections and value alignment within the group. This form of identity is both dynamic and relatively stable, serving as an essential psychological foundation for the construction of community awareness.

Sports culture also repeatedly presents ritualized scenarios that activate individuals' recognition of group roles and emotional attachment, promoting the transformation of consciousness within a structured cultural space—from "bodily presence" to "emotional integration" and finally to "cognitive belonging." Therefore, the social function of sports culture goes beyond physical exercise or emotional release; it more profoundly serves as a platform for constructing collective identity and a mechanism for generating cultural consensus.

1.3 Integrative Characteristics and Intercommunication Logic of Multicultural Sports Culture

The integrative characteristics of multicultural sports culture stem from its inherent openness and adaptability. In a society where diverse cultures coexist, the collision, absorption, and re-creation among different sports traditions form the basic operational pattern of multicultural sports culture. Whether it is the integration of local and foreign sports or the interaction between competitive and recreational sports, the logic of integration and generative mechanisms under cultural fluidity are clearly demonstrated. The communication of sports culture does not proceed through linear substitution but rather through a symbiotic evolution based on mutual cultural recognition, value trust, and structural complementarity^[2].

The intercommunication logic of multicultural sports culture lies in its capacity to transcend boundaries of region, class, and identity, thereby forming universally perceptible cultural bonds. This intercommunication not only enhances the efficiency of cultural dissemination but also strengthens the ability of sports culture to build consensus among diverse groups. Through varied forms of sports and participatory approaches, individuals can engage with the culture of others without relinquishing their own cultural identity, thereby accomplishing cultural understanding, emotional resonance, and value sharing.

In the educational environment of higher vocational colleges, such integration and intercommunication provide students with extensive opportunities for cultural exposure, enabling them to transcend regional backgrounds and cultural differences through sports participation and gradually shape a vision of community awareness characterized by "group consensus—cultural inclusiveness—value coordination." Precisely because of the compound attributes and open features of

multicultural sports culture, it demonstrates a high degree of adaptability and guidance in shaping students' cultural identity and collective consciousness in vocational education settings.

2. The Internal Mechanisms Underlying the Formation of Community Awareness among Higher Vocational Students

2.1 Psychological Foundations and Developmental Dimensions of Community Awareness

Community awareness is a complex psychological structure generated through group interaction and integrated by individual cognition, encompassing the interwoven dimensions of emotion, cognition, and behavior. Within the specific context of higher vocational education, this awareness not only reflects students' subjective identification with collective relationships but also reveals their deeper internal needs related to social adaptation, self-positioning, and value affiliation. The formation of community awareness relies on individuals' continuous cognitive reconstruction of the "self-group" relationship, with its psychological foundation including the construction of a sense of security, the activation of belonging, and the experience of value consistency.

From a developmental psychological perspective, community awareness is a dynamic growth mechanism involving the coordinated interaction of cognitive, emotional, and behavioral dimensions. The cognitive dimension emphasizes individuals' ability to understand and internalize group rules, role relationships, and cultural traits; the emotional dimension reflects emotional acceptance, a sense of belonging, and identification with group members; the behavioral dimension is demonstrated through active participation, responsibility-taking, and social support behaviors during interactions. These three dimensions continuously intertwine and adjust within multiple social contexts, shaping multilayered growth paths of community awareness. In the culturally diverse environment of higher vocational colleges, stimulating psychological resonance and guiding emotional transformation are central to cultivating community awareness^[3].

The formation of community awareness is accompanied by the accumulation of rich social interaction experiences. Its psychological foundation is influenced by external stimuli but depends more fundamentally on individuals' proactive understanding and internalization of collective values. Especially for higher vocational students who are in a transitional identity phase and a period of heightened social cognition, cultural engagement and emotional support provided during the educational process become key leverage points for the development of group awareness. These efforts help integrate and stabilize individuals' psychological structures, thus facilitating deeper social identity and a stronger sense of collective belonging.

2.2 Group Belonging and Cultural Identity Construction

Group belonging is a core variable in the construction of community awareness, representing an internalized structure of security based on identification and acceptance. Among higher vocational students, the development of a sense of belonging depends heavily on the campus cultural environment, the structure of peer interactions, and the continuity of participatory experiences. As a highly participatory and strongly interactive cultural form, sports culture demonstrates significant advantages in meeting students' needs for belonging and emotional connection. Through collective participation, physical collaboration, and symbolic rituals, individuals gradually undergo an identity transition from "the self among others" to "the self within the group."

The construction of cultural identity is a further deepening of the sense of group belonging. In the context of multicultural sports culture, students make choices, comparisons, and imitations among various sports programs and cultural symbols, thereby developing value-based responses to the question "Who are we?" Sports activities—through uniforms, slogans, behavioral norms, and their underlying cultural logic—provide individuals with tangible and perceptible identity reference systems. Through repeated participation and expression, students not only identify with the group's cultural rules but also achieve cognitive integration of their collective roles through self-positioning.

The interaction between group belonging and cultural identity forms a progressive chain in the generation of awareness. When individuals find points of identification in cultural activities, a superficial sense of belonging deepens into identity recognition, which eventually becomes internalized as a stable form of community awareness. This process does not unfold linearly; rather, it gradually solidifies under the dynamic tensions of group interaction, emotional experience, and cultural feedback.

Therefore, constructing community awareness among higher vocational students must be grounded in the embedded mechanisms of cultural identity, emphasize the bidirectional linkage between cognition and emotion, and strengthen the bridging role of sports culture in identity affirmation and negotiated recognition.

2.3 Structural Characteristics and Interaction Patterns of Student Groups in Higher Vocational Colleges

Student groups in higher vocational colleges exhibit distinct heterogeneity, including broad regional origins, diverse cultural backgrounds, and differentiated educational experiences. This diversity not only adds complexity to the group structure but also provides a unique practical foundation for the development of community awareness. Compared with students in traditional universities, those in vocational colleges display greater individual differences in social cognitive abilities, self-expression tendencies, and willingness to integrate into groups, all of which affect their interaction paths and strategies for belonging in collective spaces^[4].

In terms of specific interaction patterns, the social relationships of higher vocational students tend to rely more on interest-oriented and activity-based participation, forming informal networks of connection. Within this context, sports culture, with its openness, entertainment value, and participatory nature, serves as an important medium for breaking social barriers and reconstructing relationships. The interaction mechanisms inherent in sports activities are naturally “decentralized,” which lowers participation thresholds, increases the frequency of interactions among members, and enhances emotional bonds, thus creating a stable structural platform for the emergence of community awareness.

Moreover, the diversity within higher vocational student groups does not negate the possibility of achieving consensus. Sports culture, through shared rules, collective experiences, and goal orientation, effectively mediates structural tensions within the group, encouraging individuals to seek identification through differences and construct shared understanding through diversity. The collaborative behavioral patterns gradually formed during interactions not only improve organizational efficiency but also subtly reinforce students’ cognitive and emotional recognition of the “existence of the collective.” This interaction logic constitutes the social foundation for the development of community awareness, relying on the structural embedding and contextual guidance functions provided by sports culture.

3. Cultivation Pathways of Community Awareness through the Integration of Multicultural Sports Culture

3.1 Activation and Expansion of the Cultural Resonance Mechanism

The cultural resonance mechanism is a complex psychological process in which emotional connection and value identification are achieved based on shared experiences. Multicultural sports culture, characterized by high levels of participation, symbolism, and a structured system of cultural symbols, provides students in higher vocational institutions with clearly contextualized and continuous points of resonance. Within the concrete context of sports activities, individuals not only participate actively but also continuously activate cultural cognition and emotional connections through repeated interaction, role-playing, and contextual experience. When students from diverse cultural backgrounds engage in shared rules, collective goals, and physical cooperation, the resulting experience of coordination and mutual understanding fosters cultural resonance amid diversity and gradually forms a strong emotional bond within the group^[5].

The generation of resonance depends on students’ in-depth contextual interpretation of the symbolic meanings embedded in sports culture. Whether it involves a sense of collective efficacy in team collaboration, the articulation of values during competition, or emotional resonance through ritualistic expression, these are all essential conditions for the emergence of cultural resonance. The expansiveness of this mechanism lies in its ability to transcend the limitations of a single activity setting, continuously shaping individual cognitive frameworks and value orientations, and promoting the transformation of community awareness from initial emotional identification to deep cultural internalization.

Furthermore, the resonance effect triggered by multicultural sports culture possesses significant transmissibility and replicability, forming a self-reinforcing cultural cycle within the group. As individuals experience cultural identification, they also actively become reproducers and transmitters of

cultural meaning, thereby facilitating the dissemination, deepening, and reorganization of community awareness across broader social groups. This sustained cultural resonance is not only reflected in immediate behavioral interactions but also accumulates within long-term value structures, constructing a solid and stable cultural-psychological foundation that enhances the cohesion and sense of identity among students in higher vocational institutions.

3.2 The Cognitive Guiding Function of the Sports Symbol System

Sports culture is not merely a form of organized behavior but a complex process of cognitive construction realized through a symbolic system. The sports symbol system, composed of action patterns, behavioral norms, symbolic objects, and linguistic markers, carries a significant cultural orientation function. Within the context of higher vocational education, this system effectively activates students' construction of collective identity, value orientation, and behavioral norms, serving as an important cognitive vehicle for the development of community awareness. Through the visualization and contextualization of symbols, individuals subconsciously complete the recognition of meaning and the formation of emotional identification.

For example, standardized uniforms, team slogans, and competition rituals not only serve organizational functions but also reinforce participants' psychological recognition of their collective roles. These symbols gradually acquire emotional attachment through students' repeated participation in sports activities, eventually evolving into core components of group cognitive models. This shared cognition formed within the collective context exhibits a high degree of coordination and serves as the internal logical foundation for cultural integration within the group.

Additionally, the sports symbol system plays a key role in structural construction. Symbols function not only as tools for recognition and labeling but also, through social interaction, as mechanisms for constructing behavioral expectations and evaluative standards. By interpreting the symbols of sports culture, students gradually come to understand the operational rules of the collective and the logic of identity positioning, completing a cognitive transformation from "rule recognition" to "cultural acceptance." This symbol-oriented cognitive process provides solid cognitive support for the structuring and stabilization of community awareness, thereby promoting the cohesion and coordinated development of group culture among students in higher vocational institutions^[6].

3.3 The Interactive Relationship between Embodied Practice and Meaning Construction

As a form of cultural practice mediated by the body, sports activities extend far beyond the realm of physical movement, embodying a dynamic process of socialized cognition and cultural meaning construction within specific contexts. During participation in sports, higher vocational students engage in a tightly coupled mechanism linking cognition, emotion, and behavior through bodily involvement, coordinated enactment, and symbolic representation of context. Embodied practice thus ceases to be an isolated individual behavior and becomes a key spatial carrier and psychological trigger in the formation of community awareness.

In the context of multicultural sports culture, embodied practice demonstrates a high degree of interactivity and symbolism. Elements such as rhythmic synchronization in group cooperation, the transmission of information through body language, and strategic negotiation in competitive confrontation all carry rich social significance and cultural logic. These practices not only promote physical coordination but also lead individuals to perceive concepts such as "collectivity," "belonging," and "cultural connection" more deeply through concrete experiences, forming a crucial pathway for group cognition and value construction. Emotional stimulation, value experiences, and behavioral identification occurring throughout the practice process effectively facilitate the multidimensional growth of students' community awareness.

Embodied practice also exhibits a significant feature of "immersive cognition." Through sustained participation and deep contextual engagement, students translate abstract cultural meanings into concrete bodily memories, thus achieving value internalization and deepening identification. In this process, the construction of community awareness follows a spiraling progression from behavioral participation to psychological identification. The ritual behaviors and symbolic systems formed through sports culture are reinterpreted through repeated embodied practice, ultimately promoting a high level of integration and unity between cognitive structures and emotional identification.

Conclusion

With its composite structure, cross-disciplinary integration, and identity-guiding characteristics, diverse sports culture demonstrates unique advantages in cultivating a sense of community among vocational college students. It not only activates individuals' cultural resonance and emotional connection but also constructs group consciousness and value identification through symbolic systems and bodily practices. In an educational environment increasingly marked by diversity and complex social structures, diverse sports culture, as a culturally integrative resource, can effectively promote students' cultural understanding, psychological belonging, and behavioral coordination. Future research should further focus on the new modes of dissemination and interactive mechanisms of sports culture in the context of the digital transformation of vocational education, exploring strategic approaches to expanding community awareness in both virtual and physical spaces. Additionally, establishing a deep integration mechanism between diverse sports culture and campus culture in vocational colleges will be a key issue in continuously advancing students' social identity development.

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