



# COMMENT ON “A STUDY OF PAUL LENGRAND’S PHILOSOPHY OF LIFELONG PHYSICAL EDUCATION”


*Lujun Fu*

College of Marxism, Jilin University, Changchun, 130000 - China.

 <https://orcid.org/0009-0003-5603-5632> |  [fulj21@mails.jlu.edu.cn](mailto:fulj21@mails.jlu.edu.cn)

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## COMMENT ON “A STUDY OF PAUL LENGRAND’S PHILOSOPHY OF LIFELONG PHYSICAL EDUCATION”

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Through a comprehensive review of Paul Lengrand’s writings on the philosophy of physical education, including his extensive body of work and thoughtful analysis, it becomes evident that his perspective was deeply influenced by his unique historical context, societal demands and personal experiences. Lengrand’s philosophy of physical education was not developed in isolation, but it was intricately connected to his broader beliefs and principles regarding lifelong education. Lengrand’s philosophy emphasized the importance of physical exercise throughout human life’s all stages. He viewed physical education as an essential component of a well-rounded existence, reflecting the enduring nature and comprehensive scope of lifelong physical education philosophy (Cao; Miao, 2010, p. 155). This perspective aligns with his commitment to lifelong education, wherein the pursuit of knowledge and personal growth extends beyond formal education and continues throughout one’s entire lifespan.

By exploring Lengrand’s writings, it becomes apparent that his philosophy of physical education extended beyond the mere promotion of physical fitness. It encompassed holistic well-being, emphasizing the development of physical, mental and emotional capacities. Lengrand believed that physical education played a crucial role in nurturing individuals’ overall health, fostering discipline and instilling values, such as perseverance,

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<sup>1</sup> College of Marxism, Jilin University, Changchun, 130000 - China. ORCID: <https://orcid.org/0009-0003-5603-5632>. E-mail: [fulj21@mails.jlu.edu.cn](mailto:fulj21@mails.jlu.edu.cn).

teamwork and self-improvement. Lengrand's philosophy of physical education recognized the interplay between the individual and society. He emphasized the social significance of physical education, highlighting its potential to foster social cohesion, promote inclusivity, and contribute to a harmonious and balanced society's overall development. His writings emphasized the importance of creating educational environments that encouraged active participation, collaboration and the cultivation of positive social relationships.

Paul Lengrand's philosophy of physical education was deeply influenced by his historical context, societal demands and personal encounters. His perspective extended beyond physical fitness, encompassing lifelong education and holistic well-being. By emphasizing the enduring nature of physical education and its role in personal development and societal harmony, Lengrand's writings continue to inspire and guide the philosophy of physical education.

## **1 PAUL LENGRAND'S PHILOSOPHY OF LIFELONG PHYSICAL EDUCATION**

Paul Lengrand's philosophy of lifelong physical education has its origins and background deeply rooted in his historical context and personal experiences. Lengrand lived and worked during a time of significant societal and educational changes, which greatly influenced his views on physical education and its role in lifelong learning.

Born in France in 1913, Lengrand grew up in a period marked by social and political transformations. The early 20th century witnessed an increased focus on the importance of physical education in response to the impact of industrialization, urbanization and the aftermath of World War I. These changes led to a growing recognition of the need to prioritize physical fitness and well-being as essential components of individual and societal development.

Lengrand's own experiences further shaped his philosophy. As a physical education teacher and later as a professor, he witnessed firsthand the transformative power of physical activity in the individuals of all ages' lives. He observed how engagement in physical education not only improved physical health, but also had positive effects on mental and emotional well-being, discipline and personal growth.

In addition to his practical experiences, Lengrand was influenced by the educational philosophies of his time. He was inspired by the concept of lifelong education, which emerged as a response to the society's evolving nature and the recognition that learning should extend beyond formal schooling. This broader perspective on education encompassed personal development, continuous learning, and the acquisition of skills and knowledge throughout one's life.

Combining his experiences, observations, and the time’s prevailing educational philosophies, Lengrand developed his philosophy of lifelong physical education. His approach emphasized the importance of physical activity at life’s all stages, viewing it as an integral part of personal development and societal well-being. Lengrand’s philosophy aimed to instill a lifelong commitment to physical education, promoting the cultivation of physical, mental and emotional capacities throughout one’s lifespan (Fang; Shi, 2012, p. 12). The origin and background of Paul Lengrand’s philosophy of lifelong physical education can be traced to his historical context, including the societal changes and educational philosophies of his time. Influenced by his experiences as an educator and the broader recognition of the significance of physical education, Lengrand developed a philosophy that emphasized the lifelong pursuit of physical well-being and personal growth. His contributions continue to shape the field of physical education and inspire a holistic approach to lifelong learning.

## **2 P. LENGRAND’S PHILOSOPHY OF LIFELONG PHYSICAL EDUCATION**

Paul Lengrand’s philosophy of lifelong physical education is characterized by several key features that distinguish his approach from traditional notions of physical education. These characteristics highlight the comprehensive and holistic nature of his philosophy.

Lengrand’s philosophy emphasizes that physical education is not limited to specific age groups or educational settings, but it extends throughout a person’s entire lifespan. He views physical education as a lifelong endeavor, recognizing the importance of maintaining physical well-being and pursuing personal growth through physical activity at life’s all stages. Lengrand’s philosophy recognizes the interconnectedness of the body and mind. He emphasizes the harmonious development of physical, mental and emotional faculties through physical education. By engaging in physical activity, individuals can enhance their overall well-being and achieve a balance between physical fitness and mental clarity (Liu; Jia, 2014, p. 24). Lengrand’s philosophy adopts a holistic approach to physical education, considering the whole person rather than focusing solely on physical fitness. He acknowledges the individuals’ social, emotional and cognitive dimensions, recognizing that physical education should address these aspects along with physical development.

Lengrand’s philosophy promotes individualized and personalized learning in physical education. He acknowledges that individuals have unique needs, abilities and interests, and advocates for tailoring physical education experiences to meet these individual requirements. This approach encourages self-directed learning and allows individuals to develop their physical abilities in ways that are meaningful to them. Lengrand’s philosophy emphasizes the development of lifelong learning skills through physical education. He believes that physical education should not only focus on physical fitness but also foster skills, such as critical thinking, problem-solving, teamwork and self-reflection. These skills are transferable and can

be applied to life's various areas beyond the realm of physical activity. Lengrand's philosophy recognizes the societal impact of physical education. He emphasizes the role of physical education in promoting social integration, cultural understanding, and the development of positive values and attitudes. Physical education is seen as a means to enhance social cohesion and contribute to the society's overall well-being.

Overall, Lengrand's philosophy of lifelong physical education promotes a comprehensive, integrative and personalized approach to physical education. By recognizing the interconnectedness of the body and mind, and emphasizing lifelong learning and holistic development, his philosophy aims to cultivate individuals who are physically, mentally and emotionally well-rounded throughout their lives.

Lengrand's philosophy of lifelong physical education has had significant implications and enduring impacts in several areas. Lengrand's philosophy of lifelong physical education aligns with the broader philosophy of lifelong education. It expands the understanding of sports beyond mere physical activity and emphasizes its lifelong value. Physical education is seen as an ongoing pursuit throughout one's life, contributing to personal growth and well-being. Lengrand's philosophy has influenced the development of physical education in schools. It has led to a more diverse and flexible approach to teaching, moving beyond traditional methods of imparting knowledge and skills. The philosophy of lifelong physical education has become a guiding principle for educational reforms in schools worldwide. Lengrand's philosophy has had a widespread impact on physical education. It has prompted a shift in societal attitudes towards physical education, going beyond superficial reforms. There is now a focus on enhancing physical education's contribution to both general well-being and competitive sports. This includes enriching the diversity of sports content and adopting more adaptable teaching methods.

### **3 THE BASIC CHARACTERISTICS OF P. LENGRAND'S PHILOSOPHY OF LIFELONG PHYSICAL EDUCATION**

According to traditional educational beliefs, physical education has often been seen as a temporary and secondary aspect of an individual's life, limited to certain stages of schooling and neglected in adulthood. However, from the perspective of lifelong education, this view is unreasonable. Lifelong education advocates for continuous learning and development throughout a person's entire lifetime, regardless of age. In this context, physical education becomes essential at life's every stage.

The slogan "exercise an hour a day, work healthily for 50 years, and live happily for a lifetime" exemplifies the significance of lifelong physical education. It highlights the importance of regular physical activity for maintaining overall well-being throughout one's

life. Lifelong physical education recognizes that human development is cyclical, and different physical activities are required at different life stages. As individuals age and undergo changes in their physical and psychological characteristics, their exercise routines should adapt accordingly.

The concept of lifelong physical education emphasizes the integration of sports and physical activities as an integral part of lifelong learning. It acknowledges that physical education is not just a short-term diversion but a lifelong pursuit that contributes to overall health, happiness and well-being. By embracing lifelong physical education, individuals can lead healthier and more fulfilling lives as they continue to learn and grow through physical activities at every stage of their journey.

The concept of lifelong physical education emphasizes that sports and physical activities should be a continuous and integral part of an individual’s life. It recognizes that life’s different stages require different types of physical activities to meet the body’s changing needs, making it a cyclical and progressive process.

Lifelong education advocates for providing diverse educational opportunities at life’s each stage, and lifelong physical education aligns with this principle by tailoring physical activities to the specific age groups. Physical activities for children and adolescents focus on supporting growth and development, while those during adulthood aim to maintain physical function for work, study and daily life. For older adults, physical activities prioritize health maintenance and longevity. Scientific research indicates that brain agility and physical capabilities tend to decline with age. Therefore, developing physical skills, especially those requiring flexibility like dancing, swimming and figure skating, benefits from early cultivation to achieve significant proficiency, underscoring the cyclical nature of lifelong physical education. By recognizing the different needs at various life stages and providing appropriate physical activities, lifelong physical education ensures that individuals can lead healthier and more fulfilling lives throughout their journey.

## CONCLUSIONS

In P. Lengrand’s philosophy of lifelong physical education, the importance of different life stages is recognized. School physical education holds a crucial role in lifelong physical education as it serves as a fundamental period for developing students’ physical abilities and instilling the ideology of lifelong fitness. Fostering interest in physical education is emphasized as a key factor. Cultivating a passion for physical education brings lifelong benefits. Teachers should focus on engaging teaching methods rather than simply imparting knowledge to spark and sustain students’ interest in physical education. Creating stimulating physical games, exciting activities and ensuring skill acquisition will naturally develop

students' keen interest in the subject. Promoting a conducive atmosphere for physical education is essential. Encouraging collective activities, during breaks and extracurricular physical activities, allows students to experience the joy of sports in a group setting. Parents should arrange for students to participate in various physical activities they enjoy, laying the foundation for a mindset of lifelong fitness.

Cultivating a philosophy of physical education encompasses knowledge, techniques and skills. Developing a sound physical education philosophy positively impacts physical and mental health, contributing to overall vitality. Students must consciously engage in physical exercise, adjust their routines and form a physical education philosophy tailored to their needs at life's different stages.

Fostering physical education consciousness is vital for achieving lifelong fitness and promoting active involvement in physical exercise. This involves subjective reflection on sports-related phenomena through psychological processes, such as perception and cogitation. By evoking students' interests in sports and implementing activities that stimulate curiosity, a strong physical education consciousness can be instilled, leading to intrinsically motivated engagement in exercise. Customized workout plans and practical experiences help enhance self-awareness in physical education consciousness.

In conclusion, P. Lengrand's philosophy of lifelong physical education emphasizes the importance of school physical education, fostering interest, creating a conducive atmosphere, cultivating a philosophy and promoting physical education consciousness. These elements collectively contribute to a lifelong commitment to physical fitness and well-being. This is our comments to Weng (2024).

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