

Research on the Innovation and Long-term Development of the Practical Teaching System of the Major in Social Sports Instruction and Management Driven by the Engine of the Grand Health Industry

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Abstract: Driven by the dual forces of the "Healthy China 2030" strategy and the vigorous development of the grand health industry, the major in Social Sports Instruction and Management, as the core carrier for cultivating talents in national health services, the transformation and upgrading of its practical teaching system has become a key issue in promoting the coordination between industry and education and the matching of talents. Based on the theory of integration of industry and education and the concept of competency-based education, this paper comprehensively uses methods such as literature research, questionnaire surveys, case analysis, interviews, and empirical research to systematically analyze the core competency requirements of the grand health industry for professional talents, and reveals the prominent problems existing in the current practical teaching system, such as the insufficient depth of industry-education cooperation, the disconnection between curriculum content and industry needs, and the low efficiency of practical resource integration. In response to the above problems, the research proposes an innovative path for the practical teaching system with the main line of "industry demand orientation—hierarchical cultivation of competencies—collaborative innovation between universities and enterprises", constructs a "trinity" teaching model covering "reconstruction of the curriculum system, joint construction of practical platforms, and progressive cultivation of competencies at different levels", and explores the long-term development mechanism of practical teaching from three dimensions: policy guarantee mechanisms, resource sharing platforms (digital resource libraries and joint construction of industrial colleges), and dynamic quality evaluation systems (introduction of industry standards and tracking of students' professional adaptability). The research finds that by deepening the integration of industry and education, optimizing the curriculum structure, cultivating a "double-qualified" teaching staff, and building diversified practical platforms, students' practical application ability, professional adaptability, and innovation ability can be significantly improved, thus providing the grand health industry with compound talents who possess both theoretical literacy, professional skills, and innovation ability.

Keywords: The Grand Health Industry; Social Sports Instruction and Management; Practical Teaching System.

1. Introduction

As one of the fastest-growing fields globally, the grand health industry encompasses multiple dimensions such as medical care, health management, and sports and fitness. The core of its development lies in meeting the health needs of the entire population. With the "Healthy China 2030" Outline of the Plan setting the goal that the scale of the health service industry will reach 16 trillion yuan, the major in Social Sports Instruction and Management shoulders the important mission of cultivating practical talents in fields such as sports rehabilitation and health management. However, currently, the practical teaching system of this major still faces problems such as lagging curriculum design, formalized integration of industry and education, and insufficient practical resources. These issues lead to a mismatch between students' professional abilities and the industry's demand for both quantitative and qualitative improvement. How to construct a scientific and long-term practical teaching system and break through the bottleneck in the supply of "compound" talents has become a crucial issue for promoting the Healthy China strategy and the high-quality development of the industry, which is both theoretically and realistically urgent.

2. Research Method

2.1. Literature Survey

Through databases such as CNKI, Wanfang, and PubMed, keywords like "grand health industry", "social sports", and "practical teaching" were retrieved to sort out relevant theoretical achievements and policy documents at home and abroad, and to construct the theoretical framework of this research.

2.2. Questionnaire

A total of 400 questionnaires were distributed to five universities in Yunnan Province that offer the major in Social Sports Instruction and Management. 375 valid questionnaires were retrieved, with an effective recovery rate of 93.7%. The survey content includes curriculum arrangement, practical teaching resources, the current situation of university-enterprise cooperation, and so on.

2.3. Interview Method Conduct

Interviews with some teachers majoring in Social Sports Instruction and Management, industry experts, and enterprise

leaders to gain an in-depth understanding of the existing problems and improvement measures of the practical teaching system. The interview content mainly focuses on aspects such as the rationality of curriculum setting, the integration of practical teaching resources, and the mode of university-enterprise cooperation. Secondly, conduct interviews with the heads of 15 grand health enterprises (including fitness clubs, sports rehabilitation centers, and health management companies) and 20 industry experts to extract the talent demand standards of the industry.

2.4. Empirical Research Method

Use the SWOT analysis method to sort out the strengths, weaknesses, opportunities, and threats of the practical teaching of the major in Social Sports Instruction and Management. Adopt the Analytic Hierarchy Process (AHP) to construct an evaluation index system for the effectiveness of practical teaching. Determine the weights of the indexes through expert scoring, and evaluate the degree of matching between the existing system and the industry demands.

3. Literature Sources and Screening

3.1. Literature Sources and Search Keywords

With the development of research on the major of Social Sports Instruction and Management, an increasing number of scholars have begun to pay attention to talent cultivation and practical teaching, and have carried out relevant research and discussions, achieving fruitful research results. This paper extensively collects research on the talent cultivation of the major of Social Sports Instruction and Management at home and abroad in the past 16 years (from 2009 to April 2025).

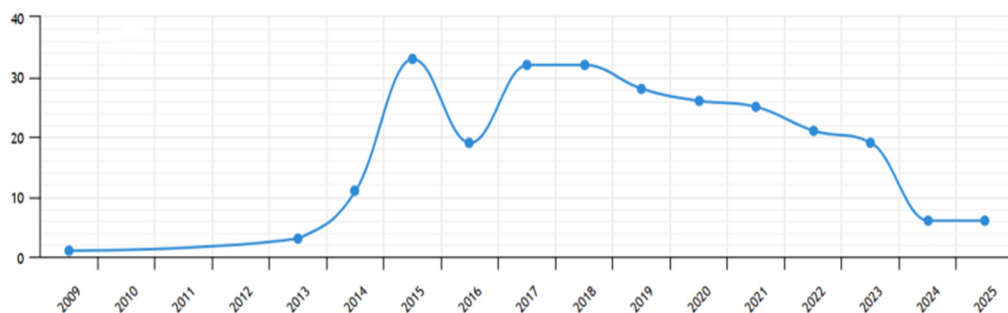


Figure 1. Analysis Diagram of Published Papers from 2009 to 2025

4. Research results and analysis

4.1. Analysis of the Competency Requirements of Talents Majoring in Social Sports by the Grand Health Industry

The grand health industry encompasses the entire chain of "prevention-treatment-rehabilitation-health management", and there is a significant shortage of talents in fields such as sports health services, the integration of sports and medicine, and exercise intervention for chronic diseases. According to data from the Forward Industry Research Institute, in 2021, the market size of China's grand health industry reached the magnitude of 10 trillion yuan for the first time. In 2023, the market size of China's grand health industry reached 13 trillion yuan. It is expected that by 2029, the market size of China's grand health industry will reach 24 trillion yuan, and the average annual compound growth rate of China's grand health industry from 2024 to 2029 will exceed 10%. This

Combining the existing research achievements of predecessors with the current research application situation, it conducts in-depth analysis and induction of the research contents. This paper adopts a systematic review method, taking the journal database of China National Knowledge Infrastructure (CNKI) as the main search source of data for this study, and using Baidu Scholar, Google Scholar, PubMed, IEEE Xplore, JSTOR, etc. as supplementary sources. The main Chinese literature search terms include "major in Social Sports Instruction and Management", "cultivation mode", "curriculum setting", and "practical teaching", and a total of 256 relevant documents were obtained.

3.2. Screening Criteria and Results

After conducting a statistical analysis of the temporal distribution of the research achievements, it is found that the number of research literatures on the talent cultivation of the social sports major has been continuously increasing over time, reflecting the continuous rise in the attention of scholars at home and abroad to this field, as shown in Figure 1. After 2015, the number of literatures has shown a significant increase, which is mainly attributed to the vigorous development of the grand health industry and the increase in the demand for health service talents. Such demands have greatly enhanced the cultivation requirements for talents in the social sports major, enabling the social sports major to achieve unprecedented progress in aspects such as talent cultivation models, curriculum settings, and practical teaching. This has optimized the cultivation quality of talents in the social sports major, provided new directions for deeper research, and greatly enriched the academic achievements in the relevant fields.

indicates that the grand health industry is in a stage of rapid development and has huge market potential in the future.

4.2. The Current Situation of the Practical Teaching System of the Major in Social Sports Instruction and Management

4.2.1. There is a disconnection between the curriculum system and the industrial demands.

The survey shows that the curriculum setting of the major in Social Sports Instruction and Management mainly includes theoretical courses and practical courses. Taking College X in Yunnan Province as an example, the total credits of the courses for the major in Social Sports Instruction and Management are 155, with 128 credits for theoretical teaching, accounting for 82.6%; and 27 credits for practical teaching, accounting for 17.4%. The proportion of practical courses is relatively low, and the degree of fit between the curriculum content and the actual needs is not high enough. Some

practical courses still remain at the teaching of traditional sports events, lacking involvement in emerging health service items such as sports rehabilitation and health management. The offering rate of courses (such as "Technology of Integrating Sports and Medicine" and "Exercise Intervention for Chronic Diseases") that are in line with the core positions in the grand health industry (such as health managers and sports rehabilitation therapists) is insufficient. The content of practical teaching mainly focuses on traditional fitness guidance, lacking coverage of emerging fields such as health management and sports rehabilitation, resulting in an

extended vocational adaptation period for students. In a sample survey of students majoring in Social Sports Instruction and Management at a certain university, 85% of the students said that they rarely came into contact with practical operation content related to health management in practical courses, and only 15% of the students had participated in simple rehabilitation treatment practical projects. This indicates that there is an obvious disconnection between the current teaching content and the needs of the grand health industry.

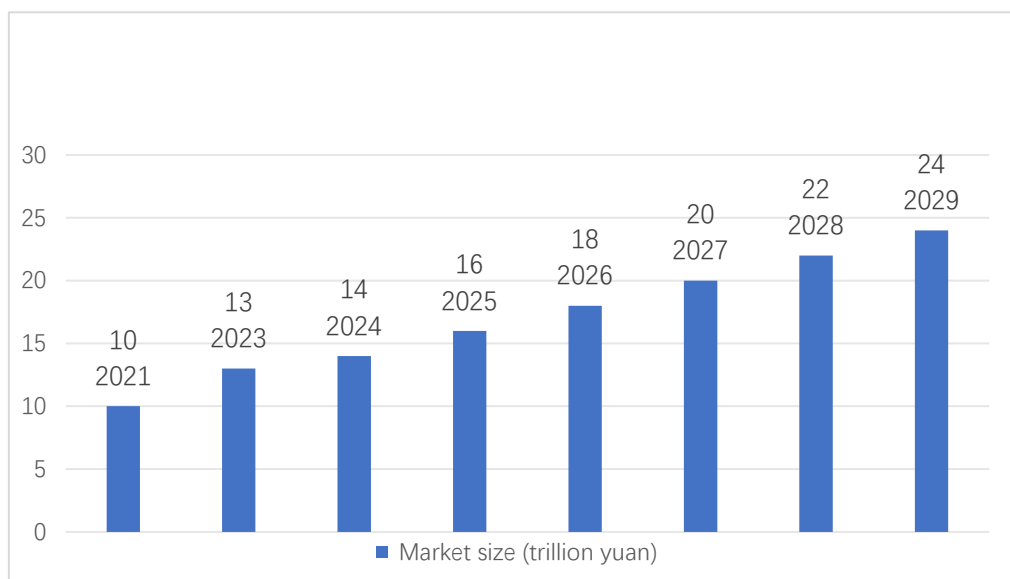


Figure 2. Market Size of China's Grand Health Industry from 2021 to 2029

4.2.2. Problems and Challenges in the Practical Teaching Links

The practical teaching links mainly include curriculum practice, internships, and graduation design, etc. Curriculum practice mainly relies on the laboratories and training bases on campus. However, due to the limitations of equipment and venues, students have limited opportunities for practical operation. Although the internship link provides students with the opportunity to get in touch with actual work, due to the instability of the internship units and the lack of standardization in internship guidance, it is difficult to ensure the effectiveness of the internships. In the graduation design link, there are problems such as the disconnection between the selected topics and actual needs, and the insufficient energy of the instructors, resulting in the low quality of the graduation designs. The results of interviews with 50 teachers majoring in Social Sports Instruction and Management show that only 20% of the teachers have practical experience in enterprises related to the grand health industry, and the average practical time is less than one year. In a questionnaire survey of 100 heads of enterprises in the grand health industry, 70% of the enterprise heads believe that current university teachers have deficiencies in practical knowledge and skills in the grand health industry and are unable to meet the enterprises' needs for practical teaching guidance.

4.2.3. Insufficient Depth of Integration between Industry and Education, and Low Efficiency of Practical Platforms

University-enterprise cooperation is an important part of the practical teaching system for the major in Social Sports Instruction and Management. However, 75% of the surveyed

universities' cooperation with enterprises remains at the level of "hanging the sign of the internship base". The proportions of universities and enterprises jointly formulating talent cultivation plans and jointly building courses are 20% and 15% respectively. Currently, the depth and breadth of university-enterprise cooperation are still insufficient. On the one hand, enterprises are not highly motivated to participate in the talent cultivation of schools. The main reason is that enterprises believe that the cost of participating in talent cultivation is relatively high, while the benefits are not obvious. On the other hand, the cooperation model between schools and enterprises is relatively single, mainly focusing on students' internships and employment, and lacking in-depth cooperation in aspects such as curriculum setting, faculty cultivation, and scientific research cooperation. Enterprises have reported that students often face problems such as "mismatch of job skills" and "fragmentation of practical projects" during internships, and practical resources have failed to be transformed into actual improvements in practical abilities.

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4.2.5. The Evaluation System is Monotonous and the Quality Monitoring Mechanism is Lacking

Currently, the evaluation of practical teaching mainly focuses on classroom performance and internship reports, lacking the assessment of dimensions such as professional qualities, innovative abilities, and social responsibilities. 68% of the universities have not established a quality evaluation system with the joint participation of universities and enterprises, resulting in a lag in the feedback of teaching effectiveness.

5. Innovative Paths of the Practical Teaching System

5.1. Construct a Practical Curriculum System Oriented by Industrial Demands

Following the theoretical framework of "competency-based hierarchical cultivation", this study constructs a three-level progressive practical teaching system, deconstructing the cultivation cycle into three progressive dimensions: the "cognition and skill foundation laying period", the "integration and application strengthening period", and the "transfer and innovation expansion period". The specific implementation paths include: 1) In the basic ability shaping stage (from freshman to sophomore year), rely on the modular curriculum system to carry out standardized training of sports skills (such as practical training of FMS functional movement screening technology) and collection and evaluation of health data (including practical operation of InBody body composition analyzer) to consolidate professional core skills; 2) In the comprehensive ability advancement stage (from sophomore to junior year), through interdisciplinary PBL projects (such as the design of exercise prescriptions for chronic diseases based on the WHO health promotion model) and scenario simulations of the integration of sports and medicine (covering the drill of sports risk assessment and medical referral processes), strengthen the ability to solve complex problems; 3) In the innovation and practice incubation stage (from junior to senior year), establish a collaborative education mechanism among industry, university and research institutions, implement project-driven learning with real enterprise projects (such as the construction of user portraits of smart sports products) and action research on community health promotion plans (including health behavior intervention experiments with a sample size of over 5,000), achieving a dual improvement in the ability of knowledge transfer and innovative application.

5.2. Build a "University-Enterprise Collaboration" Practical Teaching Platform

Based on the concept of deep integration of industry and education, it is proposed to construct a university-enterprise collaborative practical teaching platform of "demand docking—resource integration—competency symbiosis", aiming to solve the pain points such as the superficial cooperation between universities and enterprises and the fragmentation of practical resources in the traditional teaching mode. The platform operates on the logic of "co-construction by two main bodies and co-education according to two standards". Through the establishment of physical carriers such as industry colleges and health service innovation workshops jointly by universities and enterprises, industry technical standards (such as the ACSM exercise prescription formulation specifications), real enterprise projects (such as the design of community health intervention programs) and intelligent training systems (such as the VR sports rehabilitation simulation platform) are deeply integrated into the entire teaching process. During the implementation process, establish a "dual tutor" collaborative mechanism (the proportion of enterprise tutors participating in curriculum development and evaluation is $\geq 40\%$), develop a dynamic curriculum module library (iterating 20% of the teaching content annually according to industry trends), and construct a practical credit mutual recognition system based on blockchain to achieve traceable certification of learning achievements across scenarios. It effectively realizes the precise matching between the educational supply side and the industrial demand side, and provides a promotable collaborative education paradigm for the cultivation of compound talents in the grand health industry.

5.3. Establish an Evaluation System with "Participation of Multiple Entities"

Construct a three-dimensional evaluation model of "students' self-evaluation—enterprise evaluation—social feedback", and introduce indicators such as the "acquisition rate of professional ability certificates", "enterprise satisfaction rate", and "incubation rate of entrepreneurial projects". For example, incorporate the pass rates of the "National Professional Qualification Certificate for Fitness Coaches" and the "Health Manager Certificate" into the assessment of professional construction to promote the integration of courses and certificates.

6. Conclusion

1. The demand for talents majoring in social sports by the grand health industry has shifted from the single "sports instruction" to the compound abilities of "health management + sports intervention + service innovation". Practical teaching needs to break the boundaries of traditional physical education and incorporate interdisciplinary elements such as medicine, management, and information technology.

2. The core bottlenecks of the existing practical teaching system lie in the "superficiality" of the coordination between industry and education, the "lagging behind" of curriculum settings, and the "unidirectionality" of the evaluation mechanism. Systemic breakthroughs need to be achieved through "demand-oriented curriculum reconstruction, platform innovation of university-enterprise cooperation, and evaluation reform with multiple participation".

3. The key to long-term development lies in constructing an ecosystem of "policy guidance—industry-driven—active participation of universities—social coordination", and ensuring the continuous deepening of the reform through mechanisms such as industry colleges, special funds, and dynamic monitoring. Universities should be based on the "Healthy China" strategy, take the needs of the grand health industry as the logical starting point for the reform of practical teaching, and cultivate compound talents who "understand theories, have strong skills, and are good at innovation" through the "trinity" model (competency-based curriculum system, practical platform for the integration of industry and education, and guarantee mechanism for multiple-party co-governance). At the same time, it is necessary to strengthen in-depth cooperation with industry associations, enterprises, and communities to form a virtuous interaction of "talent cultivation—industrial service—brand value addition", and contribute to the high-quality development of China's grand health industry.

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