

Focus on Social Sports Majors in Sichuan Province: Objectives, Models and Social Needs

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Abstract: In this paper, 17 colleges and universities in Sichuan Province which set up social sports specialty are selected; the orientation and training objectives, the curriculum and teaching mode, as well as the social demand and employment of these social sports talents training programs are analyzed in depth, trying to find out main problems existing in the social sports specialty in colleges and universities of Sichuan Province. Main problems include vague positioning, unclear training objectives, disordered curriculum setting, aging teaching mode as well as the large social demands and not high quality of employment.

1. Introduction

In recent years, various sports undertakings have been developing vigorously in Sichuan. Chengdu has successively won the right to host three world-class sports events, including the 2021 Summer Universiade (World University Games), the 2022 World Table Tennis Championships and the 2025 World Games.^[1] They will inevitably bring certain influence to the sports education in colleges and universities in Sichuan Province, and put forward higher requirements for sports majors, especially for social sports majors in colleges and universities of Sichuan Province.

2. Positioning and Training Objectives

As of June 15, 2019, there are 52 general undergraduate colleges and universities in Sichuan Province. According to statistics, there are 17 colleges and universities (excluding private, independent colleges and junior colleges) that offer undergraduate programs in social sports.

From the comparison of Table 1, it can be seen that 17 colleges and universities have great differences in the positioning and training objectives of the social sports major. Some of them are oriented to train compound talents, some are oriented to cultivate application talents. Some can be oriented in combination with their own characteristics; some copy the goals of other domestic colleges and universities.^[2] Some objectives are relatively clear; some are very vague. Studies show that the priority of internal and external factors for the development of social sports major in non sports normal universities is: opportunity > disadvantage > advantage > threat. Therefore, in order to develop social sports major in non sports normal universities in the future, these schools should make use of external opportunities, make up for internal disadvantages, open up multiple employment paths, focus on local advantages and resources, and create unique characteristics, so as to seek the way of sustainable development.

In the establishment of orientation and training objectives, the school authority should be forward-looking and combine with social development trends and practical needs. Sichuan is located in the western region, so the location should be adjusted in combination with the geographical conditions of Sichuan. Projects suitable for local conditions can be developed; the advantages of complex terrain can be used to explore more characteristic national sports, rather than blindly investing in westernized sports. Sichuan's economy is backward but the development speed

is very fast, so urban sports and rural sports should be the focus of development. The sports industry can be introduced before development; the focus should be developing sports performance industry and undertaking sports events, and gradually transmit to the introduction of sports manufacturing industry. Sichuan has entered the aging society, so how to face the development of sports industry for the elderly will be a focus of national fitness.^[3] In the aspect of social sports development in Sichuan Province, sports training industry is a hot industry at present, but there are many problems in the training, such as unqualified coaches, imperfect management mechanism, the lack of relevant policies, the unbalanced development of projects.

Table 1 Comparison of Training Objectives of Colleges and Universities in Sichuan (Simplified).

School / department	Training objectives
The Ministry of Education	Training senior professionals with basic theories, knowledge and skills of social sports, and can be engaged in the organization, management, consultation, guidance, operation, development, teaching and scientific research of mass sports activities in the field of social sports.
Sichuan Agricultural University	Cultivating application-oriented talents with innovative consciousness and strong practical ability of guiding and managing rural (community) sports.
Southwest Minzu University	Training applied professional who serves the social sports industry in ethnic minorities and ethnic areas.
Southwest Medical University	Training applied talents who can independently engaged in sports health care and rehabilitation.
Chengdu University	Training professional talents who are familiar with sports laws and regulations as well as theories on managing modern urban sports, who can systematically master the planning and layout of urban sports facilities, and understand community health education laws as well as all kinds of natural disaster prevention strategies and rescue methods.
Chengdu University of TCM	Cultivating applied talents.
Chengdu University of Technology	Relying on the professional characteristics of the advantageous disciplines of our university, we need to train application-oriented senior professionals who can guide small ball sports and basic sports projects, and can adapt to social and economic development.
Sichuan Normal University	Senior talents who are able to manage the sports industry, plan outdoor sports, develop and promote fashion sports products.
Sichuan University of Arts and Science	Composite practical talents who are competent for social sports service management and development.
Southwest University of Science and Technology	Cultivating applied talents.
Yibin University	Cultivating innovative and applied talents that meet the needs of local social development and social sports development.

Note: Firstly, words like “moral, intellectual, physical and aesthetic development in an all-round way, good scientific and cultural literacy and high sense of social responsibility, mastering the basic theory, knowledge and skills of social sports guidance and management” and common words in the training objectives are not included in the table. Secondly, due to space constraints, only 10 different types of institutions were selected from 17 institutions for display.

3. Training Modes and Courses

The discussion about whether the teaching mode and curriculum can match with the goal has always been the topic of theoretical research. It is also advancing in the continuous reform and innovation, which lays the foundation for the continuous improvement of teaching quality. However, the social sports major needs to be updated with the development of society. In the past 40 years of reform and opening up, China has undergone tremendous changes in all aspects. People's living

standards have improved and their needs have increased. However, the education has not kept pace with the rapid development of society. In recent years, many smart-phone addicts and moonlight clan have emerged. The obesity and myopia rates of students are high all year round. Sudden sports death of students is nothing new. In addition to mistakes in school education, these phenomena are also related to the lack of family education, social morality and responsibility education in the process of social development. In physical education in colleges and universities, the setting, implementation and evaluation of courses cannot match with the professional positioning and training objectives, which results in a series of problems, such as the wide scope but low quality of employment, and the digression between knowledge learned by schools and social needs. The teaching mode, curriculum content, teaching methods and evaluation indicators should be updated and reformed with the development of society.^[4]

After the investigation of 17 teachers and 165 students of social sports major, it is found that both teachers and students focus on problems of uncharacteristic school running, same teaching contents with other sports majors, and the mismatching between learning contents and social needs. No matter whether the orientation has characteristics or not, it has to be implemented by specific practice. The setting of the course, the selection of course contents, the strength of teachers, the sufficiency of facilities, the preferential policies and other factors can produce great influence on the realization of training objectives. In addition to some subjective and objective factors, the most important reason is the setting of courses. The curriculum of social sports specialty should be planned based on modern sports science and technology, guided by market demand, centered on quality-oriented education, integrate students' needs with social needs, integrate knowledge with practice, realize the scientific and reasonable proportion of various courses, strengthen the practice of students inside and outside the school, investigate the society in time, and timely investigate the situation of employment graduates, so as to adjust the curriculum plan in time and avoid curriculum lag.

From the curriculum design of the social sports specialty in foreign countries, it can be concluded that it is a common trend to refine the specialty direction and training objectives so as to meet the needs of different sports talents in the new situation. With the guiding ideology of training compound talents, we should reasonably construct the curriculum structure, attach importance to public basic courses, miniaturize and diversify the curriculum, increase the proportion of elective courses, and reduce the proportion of compulsory courses. The proportion of compulsory courses is large, but the proportion of elective courses is small.^[5] Through the research on the training program of social physical major in 17 colleges and universities in Sichuan Province, it is found that the curriculum consists of three parts: public compulsory courses (basic courses and general courses), professional compulsory courses (divided into main courses and general compulsory courses) and elective courses (professional elective courses, public elective courses and optional elective courses).

After the in-depth analysis of the courses they offered, following problems are summarized. First, the courses offered are arbitrary; they do not have prominent professional characteristics. In the setting of elective courses, some schools have even completely separated from the essential characteristics of the social physical education, and cannot meet the needs of the society. Second, the contents of professional courses are old. The categories are single and scattered; prospective courses are missing. Some practical courses which are needed by the market are not offered. Third, due to various reasons, the proportion of elective courses is small, so it is difficult to fully develop the personality of students. Fourth, the professional practice, including graduation practice, does not receive enough attention; the social teaching practice base is not perfect.

In terms of teaching mode, we should actively study advanced teaching concepts at home and abroad, and introduce effective teaching means and methods, so as to effectively mobilize the initiative and enthusiasm of students, and truly realize the ideal state of taking students as the main body and teachers as the leading role. We should boldly try some new teaching models, such as the innovative "order-type" teaching model combined with employment needs, the "Internet +" teaching mode combined with social development hotspots, the teaching mode with ability and

accomplishment cultivation as the center, the joint training mode under the national Belt And Road strategy, as well as the “curriculum and certificate integration” model and the school-enterprise cooperation model.^[6] When setting courses and selecting contents, we should not only have a forward-looking vision to predict the development trend of the future society, but also need to timely adjust the contents according to social development situation and practical needs, and create conditions for the training of social sports talents.

4. Social Demand and Employment

At present, Sichuan Province has entered into an advanced stage of ageing, and the degree of population aging is higher than that of the whole country. With the rapid development of society, on one hand, sports companies are blooming everywhere with the support of the government, providing a large number of fitness equipment for mass sports. The management of equipment and company needs special management and sales personnel. Through market survey, it is found that professional talents in this field are relatively scarce, which puts forward requirements for the training of social sports professionals; the talents they trained should have strong ability to manage and develop the sports industry. On the other hand, people's fitness needs continue to improve; different groups of people have different needs on suitable fitness exercise, nutrition and health care plans. In addition, their ability of market development and management is relatively poor. Due to the lack of professional talents, it will inevitably affect the quality of sports fitness service and market development.^[7]

After investigating graduates of the social sports major, some scholars have come to the conclusion that their employment intention has the characteristics of diversity, advancement and profit-seeking; confusion, group psychology and dependence are serious. It is not an important factor for new graduates to consider whether their majors are in line with the post when they are employed. Graduates lack effective analysis and processing of information. Fresh graduates only pay attention to employment, but they do not take practical action to actively obtain employment. Fresh graduates have little understanding of society and occupation, and lack of preparation for employment.

5. Conclusion

All colleges and universities in Sichuan should carefully check their own school running orientation and training objectives, boldly introduce advanced teaching mode, innovate the curriculum setting, increase the proportion of elective courses, increase the investment in practical links, increase the strength of cooperation with social enterprises, and effectively cultivate the employment ability and working ability of students, so as to cultivate useful talents for the development of society.

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