

# Construction of a Practical Teaching System for Social Sports Guidance and Management Major Driven by School-Enterprise Cooperation Under the Background of the Big Health Industry

Wei Gu <sup>1</sup>, Jianyu Zhang <sup>2,\*</sup>, Zhigang Li <sup>3</sup>

<sup>1</sup> Yunnan Agricultural University, Kunming, China

<sup>2</sup> Yunnan Open University, Kunming, China

<sup>3</sup> Dali technician college, Dali, China

\*Corresponding Author

## ABSTRACT

Driven by the dual driving of the "Healthy China 2030" strategy and the booming development of the big health industry, social sports guidance and management majors are the core carriers for the cultivation of national health services talents. In fact, the transformation and upgrading of the practical teaching system has become a key issue in promoting industry-education coordination and talent adaptation. As the core carrier for cultivating such talents, the quality of the practical teaching link directly determines the adaptability of talent training and industrial needs. However, at present, there are problems such as disconnection in goals, outdated content, and shallow school-enterprise cooperation, which is difficult to meet the diversified needs of the big health industry for talents. Based on this, this paper takes school-enterprise cooperation as the core driving force to analyze the main problems facing the construction of the practical teaching system under the school-enterprise cooperation model, and proposes strategies for building social sports training and professional practical teaching systems under the school-enterprise cooperation model, including signing school-enterprise cooperation agreements, establishing a training base, participating in the curriculum design of enterprises, jointly teaching by school-enterprise tutors, and establishing a joint evaluation mechanism of school-enterprise enterprises. It also puts forward the goal of optimizing curriculum construction, a new model of talent training under the practical teaching system under the school-enterprise cooperation model such as school-enterprise cooperation cooperation. It aims to improve the practical ability and professional competitiveness of social and sports students through resource integration and collaborative education between universities and industrial entities, and provide high-quality talents for the big health industry, and at the same time provide theoretical reference and practical paths for the practical teaching reform of social and sports majors in colleges and universities.

## KEYWORDS

Health industry; School-enterprise cooperation; Social sports guidance and management major; Practical teaching system; Talent training

## 1. INTRODUCTION

In the context of the national strategy of "Healthy China 2030" that promotes the transformation and upgrading of the sports service industry toward smart health and physical education integration, practical teaching is a systematically organized student to carry out various practical teaching activities based on talent training plans to enhance professional knowledge, train basic skills, and

improve practical ability. [1] One of the important components of the higher teaching system is practical teaching, which is an important way to cultivate the innovative spirit and practical ability of college students. Building a practical teaching system for sports majors in colleges and universities under social needs, on the one hand, reflects the school management level and management level of sports majors in colleges and universities, is an important manifestation of improving the quality of talent training, and on the other hand, it is an urgently needed to be constructed and improved in strengthening the practical teaching management of sports majors. With the continuous changes in social needs, the major of social sports guidance and management in recent years has developed and continued to grow and grow. After careful thinking, colleges and universities have taken effective measures to strengthen practical teaching, talent training, and cultivating the practical ability of college students. However, the current talent training of social sports guidance and management majors faces severe structural contradictions: on the one hand, great health The rapid development of the industry has given rise to a strong demand for new talents such as health managers and sports Prescriptionists (the industry gap rate reaches more than 40%). On the other hand, the traditional practical teaching system is still mainly based on basic fitness guidance in curriculum setting, and the core capabilities such as health risk assessment (the opening rate is less than 30%) and chronic disease sports intervention have been seriously insufficient, resulting in a serious disconnection between the supply of professional talents and the demand for industry. Although universities have achieved certain results in recent years through measures such as deepening school-enterprise cooperation and optimizing practical courses, due to the short period of professional construction, there are still institutional problems such as imperfect school-enterprise collaboration mechanisms and lack of digital practice platforms. It is urgent to base themselves on the strategic requirements of the Healthy China and build a new practical teaching system that connects the needs of industrial upgrading, strengthens the application of digital technology, and improves diversified collaborative mechanisms to improve the quality of talent training and the ability to serve the construction of a healthy China.

## **2. RESEARCH METHOD**

### **2.1. Literature Survey**

Through databases such as CNKI, Wanfang, PubMed, etc., we searched keywords such as "big health industry", "social sports", and "practical teaching", sorted out relevant theoretical achievements and policy documents at home and abroad, and built a research theoretical framework.

### **2.2. Questionnaire**

Questionnaire survey and interview method 500 questionnaires were distributed to five universities in Yunnan Province with majors in social and sports, and 453 valid questionnaires were collected (effective recovery rate of 90.6%). The survey contents include curriculum settings, practical teaching resources, current status of school-enterprise cooperation, etc.

### **2.3. Interview Method Conduct**

Interviews were conducted with some teachers, industry experts and enterprise leaders in social sports guidance and management majors to gain an in-depth understanding of the problems and improvement measures in the practical teaching system. The interview content mainly revolves around the rationality of curriculum settings, the integration of practical teaching resources, and the model of school-enterprise cooperation. Secondly, the heads of 15 large health companies (including fitness clubs, sports rehabilitation centers, health management companies) and 20 industry experts were refined.

### 3. LITERATURE SOURCES AND SCREENING

#### 3.1. Literature Sources and Search Keywords

With the development of research on social sports guidance and management, more and more scholars have begun to pay attention to talent training and practical teaching and carried out related research and discussions, and achieved fruitful research results. This article has collected extensive research on practical teaching of social sports guidance and management majors in the past 11 years (2014-September 2025), and combined with the existing research results and current research application status of its research content, it has conducted in-depth analysis and summary of its research content. This article adopts a systematic review method, using the China National Knowledge Infrastructure (CNKI) journal library as the main source of search for this data. The search terms of Chinese literature mainly include "social sports guidance and management major" and "practical teaching", and 24 related documents were obtained.

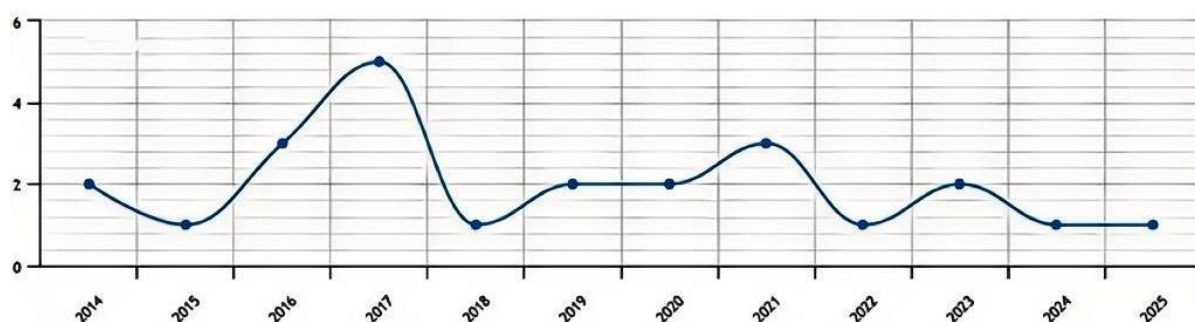


Figure 1. Figure 1 Analysis of the publication from 2014 to 2025

#### 3.2. Analysis of Keyword Co-Occurrence

Keyword co-occurrence graph and keyword emergence graph can reveal the development status, research topics and research hotspots of the knowledge structure in this field; run the Citespace software, and use the China National Knowledge Infrastructure (CNKI) journal library as the main source of search for this data, the time slice is set to "1 year", the node type is selected as "keyword", and other parameters are set by default. The frequency and centrality of keywords are shown in Table 1. Keywords are highly concentrated in a literature. Keywords with high centrality and frequency represent issues that scholars are concerned about over a period of time. They are usually considered hot topics in this field. Their relevance can reveal the inherent connection between knowledge in this discipline [7]. The centrality of the keyword node reflects the effect size in the entire graph. The larger the value, the more important the node. Nodes with a centrality of more than 0.01 can be used as the central node. In the keyword co-occurrence graph (Figure 2), the color from dark to light indicates the time from early to near, and the size of the node represents the occurrence frequency of the keywords. The connection represents the co-occurrence relationship, and the thickness of the connection represents the tightness. From Figure 2, there are 35 nodes (N), 62 connection lines (E), and the network tightness (Density) is 0.1042. Keywords such as "practical teaching", "social sports", "school-enterprise cooperation", and "talent training" have a high frequency of occurrence, and have a high intermediary centrality. From this analysis, it is concluded that the most concerned scholars in the research field of "Social Sports Guidance and Management Professional Practical Teaching" is the aspects of school-enterprise cooperation and talent training in the "practical teaching part".



Guidance and Management", scholars' focus is highly focused on the collaborative adaptation of school-enterprise cooperation mechanisms and talent training goals and paths in the process of building a practical teaching system, and related research has also become the core discussion scope of this field. This type of demand has greatly increased the requirements for the training of social sports professionals, and has enabled the social sports major to make unprecedented progress in talent training models, curriculum settings, practical teaching, etc., thereby optimizing the training quality of social sports professionals, and providing new directions for deeper research, greatly enriching academic achievements in related fields.

## **4. RESEARCH RESULTS AND ANALYSIS**

### **4.1. The Foundation of the School-Enterprise Cooperation Model**

In the current teaching system of social sports guidance and management, the construction of the school-enterprise cooperation model is based on the cross-integration of multidisciplinary disciplines. Emphasizing the importance of theory and practice is both important and plays a key role in cultivating students' professional skills and professional qualities. The "school" and "enterprise" in the school-enterprise cooperation model represent the two functional entities of universities and enterprises. In the process of cooperation, universities bear the important task of theoretical teaching and must continuously strengthen the research and understanding of cutting-edge practices to meet the society's growing demand for the sports service industry. As a practical base for social sports training, enterprises are not only an output platform for students' knowledge and skills, but also an important participant in the design and optimization of teaching models for social sports guidance and management majors in colleges and universities. Social Sports Guidance and Management Major, The highly practical courses involved in physical fitness assessment, health exercise guidance, sports injury protection, fitness equipment operation and management, etc, all require the deep integration of theory and practice through school-enterprise cooperation. As a major that emphasizes both practicality and application, the social sports guidance and management major must deepen the integration model of production and education based on school-enterprise cooperation to cultivate compound talents who can meet the needs of the industry.

### **4.2. The Main Problems in the Practical Teaching System of Social Sports Guidance and Management Driven by School-Enterprise Cooperation in the Context of the Big Health Industry**

#### **4.2.1. Internship time is insufficient, and the internship cannot be completed in full**

Practical teaching in the social sports guidance and management major includes professional internships, professional internships and professional study. The length of internships in each school varies. Most schools adopt the model of independent internship + concentrated internship. Internships usually start from the first week of the first semester of senior year. This semester internship process includes various large-scale exams, which can easily make it difficult for students to complete the internship with peace of mind. The golden period for enterprises' benefits is during the summer vacation and requires a large number of staff. However, when students complete preliminary training such as internships and pre-job training, their on-the-job training will generally be after the National Day, and the company's golden benefit period has been missed. After 3 months, I became a skilled staff member. After the internship, the students returned to school. This has caused students to lack internship time and some students are unable to complete the internship.

#### 4.2.2. Practical teaching objectives are out of touch with industrial needs, and the coordinated positioning of schools and enterprises is vague

The survey shows that 78.3% of colleges and universities still focus on "mastering sports guidance skills" and "obtaining social sports instructor certificates", and only 21.7% of colleges and universities include "health management ability" and "chronic disease sports intervention ability" as the core goals. The root of this phenomenon is that the school and enterprise have not formed a mechanism to "set goals together", and universities mostly set goals based on their own faculty and curriculum systems, and lack in-depth research on the job needs of enterprises; enterprises lack incentive mechanisms to participate in talent training, and are unwilling to devote energy to participating in goal setting. For example, the practical teaching objectives of a university in Yunnan include "swimming guidance ability", but the main business of the cooperative health management company is "chronic disease exercise intervention", which urgently requires students to have the ability to "cardiopulmonary function assessment" and "aerobic exercise prescription formulation", which leads to students "know swimming guidance but not health assessment" during internships. The company needs to spend an additional 3-6 months for training, which increases the cost of employment.

#### 4.2.3. The cultivation model is single, and the degree of attention is not enough

Internships for students majoring in social sports guidance and management can be used for related sports industries such as communities, fitness institutions, etc., but the number of community recipients is limited, and a large number of interns cannot be arranged to enter the community for internships. Students' internships are relatively scattered, which increases the management difficulty of internship instructors. It is understood that most students in social sports guidance and management majors will enter fitness clubs or sports training institutions. This also leads to schools tending to adopt the fitness club model when training, and the training model is relatively single.

#### 4.2.4. The practical teaching content is outdated, and there are insufficient courses for co-construction of schools and enterprises

There are three major problems with the current practical teaching content of social and sports majors: First, the discipline boundaries are narrow, mostly focusing on physical education, and lack the integration of health-related content such as medicine, nutrition, and management. For example, health assessment practice only involves basic indicators such as body fat rate and lung capacity, and does not cover core content such as blood pressure, blood sugar, and chronic disease risk assessment; Second, it lags behind industrial development and has not included new business formats such as smart health; Third, theory and practice are out of touch with practice, such as exercise prescription formulation practices are mostly based on textbook cases, and students have not come into contact with the personalized needs of real users. The survey shows that only 5.3% of colleges and universities jointly develop practical courses with enterprises, and most universities still adopt the shallow cooperation model of "university independently design content + enterprises provide internship venues".

#### 4.2.5. The communication between the two mentors is insufficient and lacks management strength

The dual tutor production is the core implementation mechanism of school-enterprise cooperation, and its implementation directly affects the effectiveness of practical teaching. However, the survey shows that only 12% of colleges and universities have achieved "equipping one college tutor + one corporate tutor for each student", and 60% of corporate tutors "only meet during students' internships and do not participate in teaching in normal times", resulting in the dual tutor system being a formality. In addition, universities and enterprises lack a "teaching collaboration" mechanism. For example, university tutors do not understand the job needs of enterprises and cannot guide students in a targeted manner; corporate tutors are not familiar with the teaching progress of universities and are difficult to cooperate with classroom teaching. Secondly, communication between the two tutors is insufficient,

and interns often come late and leave early without permission. The leave management is not strict enough. It is frequent that only ask for leave from corporate tutors and not ask for leave from school tutors. The management methods and concepts of the two mentors are different, and there are many management loopholes.

#### 4.2.6. The practice bases of school-enterprise cooperation are of varying quality and lack unified training standards

Practical bases for social sports guidance and management majors generally need to be added or deleted every year. In addition to problems in the operation of the enterprise, inability to accommodate too many interns, and unqualified evaluations from multiple parties, the reasons for addition and deletion are also closely related to the uneven quality of the practice bases for school-enterprise cooperation. Some practice bases for school-enterprise cooperation do not have fixed training processes and training standards, which leads to inconsistent knowledge learned by students at various internship bases. The lack of unified training standards is an important factor affecting the construction of the practice system. Secondly, the evaluation content is one-sided, focusing on skills mastery, and ignoring the ability to core needs of the big health industry such as communication skills, problem solving skills, and service awareness; it is mostly final evaluation, lacks dynamic tracking and evaluation of students' practical process, and it is impossible to promptly discover and correct students' abilities shortcomings.

## **5. PRACTICAL TEACHING OPTIMIZATION PATH FOR SOCIAL SPORTS GUIDANCE AND MANAGEMENT MAJOR DRIVEN BY SCHOOL-ENTERPRISE COOPERATION IN THE CONTEXT OF THE BIG HEALTH INDUSTRY**

### **5.1. Accurately Anchor The Fit Between Talent Training Goals and Social Development, and Serve the Dual Strategies of A Strong Sports Country and A Healthy China**

The "China Big Health Industry Development Report (2024)" shows that the industrial scale exceeds 14 trillion yuan in 2023, and is expected to reach 20 trillion yuan in 2025, and the accelerated iteration of sports + health integration business formats, the formulation of talent training plans must be centered on three-dimensional collaboration of goals-require-curriculum, among which the precise positioning of talent training goals is the logical starting point of professional construction. This goal needs to meet the national strategic orientation and the actual needs of the industry: on the one hand, we need to closely follow the policy requirements of the "Healthy China 2030" Planning Outline" and the "Outline for Building a Strong Sports Country" and other policy requirements, and transform national strategic tasks such as health promotion, chronic disease intervention, and national fitness system construction into the core orientation of talent training; on the other hand, we need to deeply connect with the needs of the big health industry for compound talents. At present, the industry urgently needs talents with both sports guidance and health service literacy, such as social sports guidance and management professionals who can independently carry out health assessments, formulate chronic disease sports prescriptions, and operate smart fitness projects. Based on this, when setting training goals, schools need to clarify the dual requirements of basic skills and industrial adaptability. Graduation requirements must include relevant standards for professional qualification certification in major health fields such as health managers and sports rehabilitators. The curriculum setting must include industrial-related courses such as "Health Assessment", "Chronic Disease Sports Intervention", and "Smart Health Services" to ensure that the talent training goals form a closed loop with the development of the big health industry and the strategy of building a sports power, so that students can not only master core professional abilities, but also accurately match the needs of industrial positions, and form differentiated employment advantages.

## **5.2. Establish a Matching Degree Between School-Enterprise Teacher Training Plans and Professional Needs, and Consolidate the Faculty Foundation for the Training of Big Health Talents**

The faculty team is the core support for collaborative education between schools and enterprises, and its ability structure needs to be deeply adapted to the needs of social sports guidance and management majors in the context of the big health industry. It is necessary to establish a long-term training mechanism for school-enterprise teachers with two-way mutual employment and coordinated development: First, college teachers need to strengthen industrial practice capabilities, regularly select professional teachers to go to relevant entities of the big health industry (such as health management companies, community health service centers, rehabilitation institutions, smart sports enterprises) for training, participate in real industrial projects (such as the risk intervention of falls for the elderly, the research and development of myopia prevention and control exercise programs for adolescents), master cutting-edge industrial skills such as health assessment equipment operation, health management system application, interdisciplinary collaborative services, and avoid disconnection between teaching content and industrial practice; Second, corporate teachers need to improve their teaching transformation capabilities and invite them Senior health managers, rehabilitators, and smart fitness project leaders in the field of big health serve as off-campus tutors. Through the special training of teaching ability organized by universities, they master teaching methods such as curriculum design, practical guidance, and process evaluation to ensure that industrial experience can be effectively transformed into teaching resources; third, establish a joint teaching and research mechanism for school-enterprise teachers, regularly conduct seminars on the docking of industrial needs and teaching content, and jointly develop teaching materials such as "Social Sports Practical Cases in the Background of Big Health" and "Practical Guide to Smart Health Services", promote the resonance of faculty capabilities and professional needs and industrial development, and provide guarantees for high-quality education.

## **5.3. Dynamically Adjust the Compatibility Between the Time of the Practice Session and the Development of the Enterprise to Achieve A Win-Win Situation Between Schools and Enterprises Under the Background of the Big Health Industry**

The business development of the big health industry has obvious cyclical and scenario characteristics. The setting of practical link time needs to break the constraints of the traditional semester system and is deeply in line with the business cycle of the enterprise. Specifically, it is necessary to establish a dynamic adjustment mechanism for enterprise needs-practice time: on the one hand, based on the core business nodes such as the start-up period, data collection period, and effect assessment period of the enterprise health management project, flexibly arrange student practice periods. When the enterprise carries out community elderly health intervention projects, students are organized to participate in health assessment, plan formulation, and tracking services throughout the process to ensure that students are deeply involved in the core business of the enterprise, rather than just undertake auxiliary work; on the other hand, it is necessary to avoid key nodes for students' postgraduate entrance examinations and exams, and ensure the length of practice and quality of practice through a combination of centralized practice during summer and decentralized practice after class. The core value of this adjustment lies in: for enterprises, they can obtain stable practical human support to help the core business be promoted efficiently. At the same time, through long-term practical observation, they can identify and reserve high-quality talents that meet the job needs in advance, and reduce recruitment and training costs; for students, they can accumulate complete project experience in real industrial scenarios, improve job adaptability, and avoid conflicts between practice and employment, achieve seamless connection between practice and employment, and ultimately form a win-win situation between schools and enterprises in which enterprises gain talents, students gain opportunities, and schools gain reputation.

#### **5.4. Innovate Evaluation System and Attention To Diversified Needs, and Guide Career Planning of Sports Talents in the Field of Big Health**

The demand for social sports talents in the big health industry shows diverse characteristics of skills, literacy and potential. The final evaluation system of traditional school tutor scores and corporate tutor scores can no longer fully reflect students' abilities. It is necessary to build a multi-subject, full-process, and multi-dimensional evaluation system to take into account industry needs and student career development: First, expand the evaluation subjects, in addition to university tutors and enterprise tutors, introduce big health industry industry associations and service objects to participate in the evaluation. Industry associations evaluate students' industry adaptability through professional skills compliance assessment, and service objects feedback students' service awareness and communication skills through satisfaction questionnaires, forming a four-party evaluation matrix for universities, enterprises, industries, and users; Second, improve the evaluation content, break through the limitations of skill assessment as the main focus, and include the core capability indicators of the big health industry, including health assessment accuracy, The rationality of exercise prescriptions, the proficiency of smart health equipment operation, interdisciplinary collaboration ability, problem-solving ability, service responsibility, and industrial knowledge learning initiative; third, strengthen process evaluation, and through the linkage of practice logs, weekly meeting feedback, monthly ability review and other linkages, we can track students' performance in big health projects in real time, and provide students with personalized career planning guidance based on the evaluation results, such as guiding students with health management capabilities to develop towards health managers, and students who are good at smart fitness technology to transform into the direction of smart sports project operations, helping students clarify their career positioning and improve employment competitiveness.

#### **5.5. Strengthen the Connection Between Practice Base Construction and Student Employment, and Build A Strong Employment Reserve for Talents in the Big Health Industry**

The practice base is the core carrier for students to come into contact with industries and realize employment. Its construction needs to be based on internships, employment-oriented, and industrial needs as the standard. In particular, it is necessary to meet the characteristics of diversified business formats of the big health industry. First, in terms of base selection, we need to break through the limitations of traditional fitness clubs, and focus on connecting with the core business entities of the big health industry, including health management companies, community health service centers, rehabilitation medical institutions, smart sports enterprises, nursing homes, etc., to ensure that the base can provide practical scenarios that match professional directions; secondly, in terms of cooperation models, it is necessary to promote the transformation of internship bases to employment bases, and sign an internship-employment connection agreement with the base companies to clarify that students with excellent internship performance can directly enter the enterprise talent reserves. The database should give priority to obtaining employment opportunities. At the same time, enterprises need to feedback the performance of graduates in their positions to the school to provide a basis for talent training optimization; finally, in base management, a standard system for large health practice bases should be established, and it is clear that the bases should be equipped with professional physical testing equipment, hardware resources of the health management system, at least 2 mentors with more than 5 years of experience in the field of big health, and the practical content covers health assessment, sports intervention, interdisciplinary collaboration and other core modules to ensure that students improve their abilities in a stable and standardized practical environment. Especially in the current opportunity period for the fitness industry to transform into fitness + health management, the construction of high-quality practice bases can not only solve the problems of students having no way to internships and difficulty in employment, but also provide stable and high-quality talents to the big

health industry and realize the educational closed loop of base construction-talent training-industry development.

## **6. CONCLUSION AND PROSPECT**

### **6.1. Research Conclusion**

The rapid development of the big health industry has brought opportunities and challenges to the social and sports major. As the core force driving practical teaching reform, school-enterprise cooperation can effectively solve the current problems of disconnected practical teaching goals, outdated content, single implementation, and one-sided evaluation of social and sports majors. The five-in-one practical teaching system of "objective-content-implementation-evaluation-guarantee" constructed in this article, which sets goals and co-constructs content through the coordinated development of goals and co-constructs content to ensure that practical teaching is highly adapted to the job demands of the big health industry, and solves the problem of mismatch between talent supply and demand;

Through dual-scene linkage, dual-tutor guidance, and full-process evaluation, students' professional skills, comprehensive abilities and professional qualities are cultivated, and their job adaptability and professional competitiveness are improved; universities improve their practical teaching level through corporate resources, and enterprises accumulate high-quality talents through participating talent training, and promote the coordinated development of the big health industry and higher education.

### **6.2. Research Outlook**

Although this study has constructed a practical teaching system driven by school-enterprise cooperation, there are still the following directions that can be deepened:

- (1) Research on regional differentiation: There are differences in the development level and talent needs of the big health industry in different regions (such as the eastern and western regions, cities and rural areas). In the future, the system content can be optimized for specific regions and improved targetedness;
- (2) Special research on specific groups: The big health industry has increasingly prominent health services for specific groups such as the elderly, adolescents, chronic disease patients, etc., and special practical teaching modules can be built around these groups in the future;
- (3) Research on digital transformation: With the development of digital health, smart health equipment, big data, and artificial intelligence are increasingly widely used in the big health industry. In the future, we need to further explore the integration path of digital technology in practical teaching and cultivate sports + digital composite talents.

In short, under the background of the "Healthy China" strategy, the reform of the social and physical education professional practical teaching system must take school-enterprise cooperation as the core driving force, and always keep up with the pace of the development of the big health industry in order to cultivate high-quality talents that meet the needs of the industry and provide solid support for the sustainable development of my country's big health industry.

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