

# Research on the Dilemma and Path of Sports Applied Talents Training under the OBE Concept

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**Abstract:** In the cultivation of applied sports professionals, the Outcome-Based Education (OBE) pedagogical philosophy offers fresh perspectives and directions for sports teaching reform. Grounded in OBE principles, this paper employs literature review, expert interviews, and field research to explore the practical challenges and implementation pathways for nurturing applied sports talent. Research findings reveal the following issues in current applied sports talent development: (1) educational objectives failing to align with market demands; (2) outdated curriculum frameworks and teaching methodologies; (3) inadequate assessment mechanisms and feedback systems. Based on the research findings, the following pathways for cultivating applied sports professionals are proposed: (1) Implementing outcome-based reverse course design; (2) Deepening industry-education integration and university-enterprise collaboration; (3) Innovating teaching methodologies and learning approaches; (4) Strengthening faculty development.

**Keywords:** OBE philosophy, applied approach, sports talent, practical challenges, implementation pathways

## 1. Introduction

In August 2019, the General Office of the State Council issued the Outline for Building a Strong Nation in Sports, establishing a clear “timetable” and “road-map” for this endeavour. Against this backdrop, societal demand for sports professionals is increasingly shifting towards high-calibre, multi-skilled, and application-oriented individuals. The traditional model of cultivating sports talent through single-skill transmission struggles to meet contemporary sports consumption market requirements [1]. However, conventional sports education faces numerous challenges, including ambiguous training objectives, curricula disconnected from real-world needs, and a disconnect between theory and practice [2]. These issues exacerbate the structural mismatch between graduate employment prospects and industry talent shortages. The OBE education and teaching philosophy, which emphasizes results-orientation, aims at students' learning effect, designs students' learning content by using the principle of reverse design, and dynamically adjusts the teaching plan [3], which provides a new direction and guidance for the cultivation of applied sports talents and can effectively solve the problem that the cultivation of sports talents does not match the social needs.

This paper aims to analyse the current challenges in cultivating applied sports professionals in China. By integrating the Outcome-Based Education philosophy, it explores practical pathways for developing such talent, thereby providing insights and references for the cultivation of applied sports professionals, the advancement of the sports industry, and the development of China as a sporting powerhouse.

## 2. The Theoretical Foundations of Cultivating Applied Sports Talent under the OBE Approach

The concept of OBE education was put forward by SPADY W G in 1981 [4], which insists on taking students as the center and focusing on students' learning achievements. The key lies in ensuring students to achieve the expected training results through clear learning objectives and effective reverse teaching design. The OBE concept starts from the actual needs and focuses on cultivating students' professional knowledge, practical ability, innovative thinking and social responsibility.

The core value of OBE concept for cultivating sports application-oriented talents is mainly reflected in the following aspects: first, it is result-oriented, which makes teachers pay more attention to students' learning achievements in the teaching process, rather than simply imparting sports knowledge; Second, the student center encourages students to take the initiative to learn and improve their overall quality;

Third, continuous improvement requires PE teachers and schools to constantly improve teaching content, optimize teaching methods and adjust teaching strategies according to the achievement of learning goals of PE majors, so as to improve the quality of PE teaching.

### **3. The Practical Challenges in Cultivating Applied Sports Talent**

#### ***3.1 Training objectives are difficult to match market demand***

The goal setting of training sports professionals in colleges and universities should meet the ability requirements of sports industry and sports career development in different social and historical stages, and cultivate high-quality, compound and applied sports talents. In the current process of training applied sports talents, the dislocation between the training objectives and the market demand has become a prominent dilemma that restricts the supply quality of sports talents [5]. From a macro perspective, the homogenization of sports talent training programs in colleges and universities is obvious, and the training objectives fail to accurately connect with the characteristics of regional sports industry and the needs of local economic development, resulting in the mismatch between talent training and market demand. From the micro level, the expression of the training specifications of sports professionals is vague and biased towards sports knowledge teaching and basic skills training, which is difficult to meet the urgent demand of the industry for compound sports talents. This disconnect between supply and demand has caused a hidden waste of physical education resources and greatly affected the professional competitiveness of graduates.

#### ***3.2 Curriculum structure and teaching methods are outdated***

The curriculum system construction of physical education specialty failed to adapt to the dynamic development of sports industry in time, and there was obvious lag. Physical education courses in colleges and universities do not introduce new sports enough, and are still limited to traditional sports skill training and basic theory teaching. The curriculum content of physical education specialty is updated slowly, and the cutting-edge research results and industry trends are not integrated into physical education teaching in time, which leads to the difficulty for students to meet their employment needs [6]. The simplification of teaching methods also restricts the training quality of physical education professionals. Traditional physical education teaching mainly focuses on teachers' teaching and students' imitation, lacking interactivity and practicality, and it is difficult to stimulate students' interest and initiative in learning. In addition, the teaching methods are not innovative enough to make full use of modern information technology and multimedia means, resulting in poor classroom teaching effect and low participation of students in learning.

#### ***3.3 Evaluation mechanisms and feedback systems are inadequate***

At present, the evaluation mechanism of physical education professionals in colleges and universities tends to be single, and it is difficult to comprehensively measure students' comprehensive ability and practical level. Specifically, most colleges and universities still take ultimate evaluation as the core evaluation basis, ignoring the comprehensive evaluation of students' practical ability and comprehensive quality[7]. In the process of evaluation implementation, ultimate evaluation always occupies a dominant position, while formative evaluation mostly stays at the formal level and fails to effectively run through the whole teaching process. This "results-oriented, process-oriented" assessment will easily lead to the utilitarian motivation of students, thus deviating from the proper goal of sports talent training. In addition, there are obvious shortcomings in the feedback mechanism of college physical education teaching. From the perspective of physical education teachers, it is difficult to grasp students' learning trends and real dilemmas in a timely and comprehensive manner. From the students' point of view, the lack of standardized and smooth feedback channels and the lack of continuous guidance and internal motivation in the learning process of physical education students affect the overall learning effect.

#### 4. Practical Pathways for Cultivating Applied Sports Talent under the OBE Approach

##### 4.1 Outcome-Based Backward Design of the Curriculum Framework

###### 4.1.1 Define the objectives of talent development

The training goal of sports applied talents should break through the traditional framework, not only focus on skill training, but also strengthen the learning of professional knowledge and the cultivation of innovation ability and teamwork ability. To implement the teaching objectives of the course, schools need to closely meet the demand for talents in the local sports industry and public services, and inversely deduce the course objectives and teaching contents. The setting of course content should also focus on students' learning achievements to ensure that the course content is highly compatible with the training goal of sports applied talents. At the same time, with the deepening of the cross-integration between the sports industry and other fields, the course content should attach importance to the cross-disciplinary knowledge integration, break down the disciplinary barriers, broaden students' knowledge horizons and enhance their professional competitiveness.

###### 4.1.2 Emphasize diversity in teaching methods

The concept of OBE education emphasizes student-centered, and emphasizes the ability enhancement through active participation and deep experience. Under the guidance of OBE education concept, the traditional one-way teaching is difficult to support the cultivation of applied talents. In the design of physical education teaching, colleges and universities pay attention to the diversity of methods, and flexibly use various teaching methods such as group discussion, project-based learning and case analysis to strengthen the practical ability and innovative thinking of physical education students. At the same time, digital technology is providing more possibilities for the innovation of teaching methods. Such as building online learning platform and introducing virtual simulation system, these technical means not only enrich the teaching form, but also enhance the flexibility and effectiveness of learning to a great extent.

###### 4.1.3 Emphasize continuous improvement

OBE concept emphasizes the process of continuous improvement, which requires colleges and universities to collect students' learning feedback regularly in the design of physical education curriculum system, deeply analyze the effect of curriculum implementation, and make appropriate adjustments to the curriculum content and teaching methods in combination with the actual situation of physical education teaching to ensure the teaching effect. In addition, the optimization of physical education curriculum should strengthen the cooperation and exchange with the sports industry and sports enterprises, and grasp the development trends of the sports industry and the changes of talent ability demand in real time through various ways such as enterprises entering the campus and teachers leaving the enterprise, so as to ensure that the curriculum content is always coordinated with the development of the industry.

##### 4.2 Deepening the integration of industry and education and enhancing university-enterprise collaboration

###### 4.2.1 Build an institutionalized collaborative education platform

Colleges and universities should actively reach strategic cooperation with high-quality sports enterprises, industry associations and local government departments, and work together to form a materialized or normalized "production-education integration community"<sup>[8]</sup>. Relying on the strength of industries and localities, we should integrate into every link of sports talent training in an institutionalized way. All parties jointly examine and approve the training scheme and graduation requirements closely linked with industry standards, and jointly develop modular courses and teaching resources based on real work scenes. Starting from the overall top-level design level, we will effectively ensure the adaptability of the trained talents to society.

###### 4.2.2 Project-driven enhancement of talent development quality

Colleges and universities should strengthen cooperation with large-scale sports industry groups or local sports authorities, and implement the "order-based" or "customized" sports talent training model. According to the ability needs of specific post groups, we should jointly plan teaching plans and make clear career development paths for students. At the same time, vigorously promote project-based teaching, and take real projects such as local sports events operation, community health promotion

scheme, and stadium management optimization as the basis for curriculum design and graduation design. Let students combine theoretical knowledge with practice, exercise practical ability and cultivate innovative thinking in the process of physical education practice, so as to realize a smooth transition from campus study to workplace employment.

#### **4.2.3 Establish a multi-dimensional practical teaching platform**

Colleges and universities should make every effort to build a comprehensive practice base with multiple functions of "internship, skill certification and social service", and integrate all aspects of sports talent training into the overall framework of regional sports development[9]. Specifically, the school can organize students to participate in public sports services such as national physical fitness monitoring, community sports guidance, large-scale event organization and volunteer service in a planned way, so that students can hone their professional skills, deepen their professional identity and enhance their sense of social responsibility in real sports practice scenes. This practice of extending the classroom to the society not only enriches students' learning experience, but also injects professional strength into local sports undertakings, forming a benign interaction between talent training and regional development.

### **4.3 Innovative Teaching Models and Learning Approaches**

#### **4.3.1 Student-Centred Approach and Diverse Teaching Methods**

The cultivation of sports applied talents should pay full attention to the individual differences of students and stimulate their learning initiative and exploration spirit. Through the application of project-based learning mode and the design of sports events close to reality, students are guided to apply theoretical knowledge to solve specific problems, so as to deepen their understanding and enhance their professional ability in practice. In addition, the introduction of flip class redefines the relationship between teaching and learning. Before class, students learn the basic theoretical knowledge of physical education with the help of online learning platform, while during class, they focus on skill training, scheme discussion and personalized guidance to enhance the effectiveness of teaching. At the same time, teachers should strengthen the study and application of modern information technology, provide more flexible and efficient learning channels for students, and improve the actual effect of course teaching.

#### **4.3.2 Cultivating Autonomous Learning Ability and Critical Thinking**

It is also very important to cultivate students' autonomous learning ability and critical thinking in the teaching of physical education. Using inquiry learning mode, students can actively discover problems, collect data, analyze cases and construct knowledge system. By analyzing real cases in the field of sports, case teaching method enables students to understand the specific application of professional knowledge more intuitively and improve their ability to solve practical problems. In addition, supporting students to participate in teachers' scientific research projects and participating in academic exchanges can not only improve students' academic literacy, but also cultivate their rigorous and realistic scientific attitude and lay a solid foundation for future career development.

#### **4.3.3 Optimize teaching evaluation and scientifically evaluate learning achievements**

Colleges and universities should construct a scientific and reasonable evaluation system in the process of physical education teaching, and strengthen the combination of process evaluation and ultimate evaluation. Adopting diversified evaluation methods can fully reflect students' learning effect and growth process. With the help of big data analysis, teachers can track students' learning behaviors and achievements in the whole process and in all directions, give timely feedback on students' learning problems, and provide targeted suggestions. Colleges and universities can also set up students' whole-cycle learning files to record their four-year learning process and growth, which can provide reference for perfecting talent training programs and optimizing teaching programs.

### **4.4 Strengthen the construction of teaching staff**

#### **4.4.1 Optimize the structure of teachers**

The high-quality development of sports needs applied compound talents, which puts forward higher requirements for teachers' professional background and practical experience. In the process of recruiting PE teachers in colleges and universities, it is necessary to focus on the practical background and industry experience of candidates, and give priority to selecting professionals with front-line work experience such as competition organization and management and sports training guidance, so as to improve the guidance efficiency of teaching practice[10]. For in-service teachers, it is also necessary to

establish a normalized training and promotion mechanism. Colleges should encourage teachers to participate in sports event organization, social sports service and other practical projects, and constantly accumulate experience in real work scenes to feed back teaching. By inviting sports industry experts, corporate coaches and other personnel to enter the classroom, a diversified teaching guidance team is constructed to enhance the practice and adaptability of talent training.

#### **4.4.2 Balance physical education teaching and scientific research**

Physical education teachers in colleges and universities often need to take into account the pressure of physical education teaching and scientific research. At present, the evaluation mechanism of "attaching importance to scientific research and neglecting teaching" leads to insufficient teaching investment of teachers and seriously affects the quality of physical education teaching. By constructing an evaluation system that is more suitable for the characteristics of physical education, teaching achievements, practical guidance, curriculum development and sports competitions are all included in the evaluation scope. Colleges and universities should provide PE teachers with more scientific research funds, platforms, academic exchanges and other scientific research support, so as to improve the quality and academic influence of PE teachers' scientific research achievements. The key lies in promoting the transformation and application of scientific research resources to teaching, guiding teachers to integrate cutting-edge achievements and innovative research methods into classroom teaching, exposing students to the latest development trend in the field of sports, broadening professional cognitive boundaries and cultivating innovative thinking ability.

#### **4.4.3 Pay attention to teachers' professional development and incentive mechanism**

Colleges and universities should continuously enhance the confidence and sense of belonging of PE teachers' career, build a complete career development system for PE teachers, and bring more promotion opportunities and development space for teachers. By collecting teachers' feedback on teaching management and resource allocation, we can adjust the teaching organization in time and create a better institutional environment for teachers' development. In the aspect of improving ability, we should strengthen special training, teaching competition and inter-school communication for PE teachers, constantly update their knowledge structure and improve their teaching level[11]. Through these measures, a team of physical education teachers with reasonable structure, complete ability and full of vitality will be built, which will provide a strong guarantee for the cultivation of high-quality applied sports talents.

### **5. Conclusion**

At present, the cultivation of sports talents is facing many difficulties, and it is difficult to meet the needs of sports undertakings and sports industry development in China. OBE concept emphasizes "student-centered, achievement-oriented and continuous improvement", which provides a new direction for the cultivation of compound applied sports talents in the new era. Integrating the OBE concept into the whole process of sports talent training in colleges and universities can effectively solve the problems that sports talent training is difficult to match the market demand, the curriculum system and teaching methods are lagging behind, the evaluation mechanism and feedback system are imperfect, and provide talent support for China to accelerate the construction of a sports power and implement the national strategy of national fitness.

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