

# The Analysis on the New Mode of School-enterprise Cooperation and Integration in Sports Industry

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**ABSTRACT.** *Under the traditional education mode, the teaching work of colleges and universities emphasizes the cultivation of basic knowledge of the disciplines, and whether or not to complete the teaching tasks is the evaluation index. The evaluation of college graduates focuses on the comprehensive qualities of learning ability, social practice, professional skills, and organizational coordination. The traditional training mode lacks the education and enterprise culture that are urgently needed by enterprises, and lacks communication and integration with enterprises. This makes the difference between “college education” and “enterprise employment”, causing losses to enterprises, and college graduates. Causing job lag and brain drain.*

**Keywords:** *Sports industry, Physical education, School-enterprise cooperation, Integration, New model.*

## 1. Introduction

With the development of society, people's material and cultural living standards have gradually improved, and the demand for sports and cultural life will inevitably become an indispensable important content of human civilization in modern society. Therefore, school sports must be in a critical position, and as an important part of education, it is an important means of college education. The task of implementing the national fitness program and cultivating lifelong sports thinking. College education requires the cultivation of specialized talents with both ability and political integrity and strong physical fitness. We should improve the physical and mental health of students through physical education in colleges and universities, cultivate students' awareness and habits of participating in physical exercise for life, and fully realize the era value of sports. However, through the research on the physical education system of colleges and universities in China, the author believes that there are still many problems in the teaching methods, teaching content and quality of teachers in college physical education [1].

## 2. Analysis of the current situation of physical education

### ***2.1 Teaching methods and means.***

In the course of many years of physical education practice, teachers can unconsciously form a teaching model that conforms to their own characteristics and habits. This can, to a certain extent, enable the teaching to proceed smoothly, but it is easy for them to fall into the trap. It constrains the thinking mode of physical education teachers and affects the reform and innovation of physical education [1]. For example, in preparation activities, physical education teachers are generally used to jogging, and after running, they are doing freehand exercises, no matter what happens. In the end, this fixed mode will inevitably have a certain negative impact on students. Students' thinking and imagination are limited, and they lose their interest in physical education. Therefore, it is difficult to achieve the various kinds of education required by physical education. The role.

In the current PE teaching process, most teachers pay too much attention to the performance of technology teaching and sports. The means and methods of teaching mostly use competitive sports training as a model, ignoring the methods and means of imparting scientific exercise; and putting "exams" As the only way to evaluate students' sports performance, students' sports potential cannot be tapped. From the form of the "teaching" guiding ideology, the teacher's leading role is overemphasized, and the student's main effect is neglected. The teacher is concerned with the completion of the teaching indicators and the quality of the students' mastery of the technical movements. The completely teaching process is under the instruction of the teacher [1]. Most of the students are educated in the environment of "following the heart"; from the aspect of "study", the students are concerned about the project they are studying. The standards and scores, many students lack sufficient interest and enthusiasm for the content they are learning, so few people will consider the impact of the content they have learned on their future and their own use value, making it difficult for students to exercise.

### ***2.2 The content of the textbook.***

At present, the main problem of university textbooks is that they are not well connected with primary and secondary school textbooks, resulting in low-level repetition, and do not take into account the psychological and physiological characteristics of students at all ages to implement teaching. A person from primary school to university, physical education class for 14 years, but compared with other disciplines, it can be said that the sports level is the worst [2].

According to the survey, in the regular programs of general schools, students prefer badminton, table tennis, tennis, swimming, basketball, football, sports dance, aerobics and some new projects such as boxing, Sanda, Taekwondo, and ballroom dancing. Street dance and so on. The survey also showed that the first item of students' activities is walking, followed by table tennis, badminton, basketball, football, volleyball, jogging, aerobics, and martial arts and so on. However, the current number of sports equipment in each school is far from meeting the needs of teaching. Students must master the corresponding technology, simply relying on freehand imitation is

not to learn, but also need to practice it physically, and improve physical ability in practice. In order to achieve the purpose of fitness, students must have a certain amount of exercise stimulation, and the lack of sports equipment leads to a decline in the practice density in the class, which cannot meet the needs of students' fitness. Some students even lose interest in physical education classes, causing students to like Sports do not like the phenomenon of physical education.

### **2.3 Faculty.**

At present, the PE teachers in colleges and universities are generally different from high-quality teachers in terms of academic level and knowledge structure. Most of them are technical and training. The ability of scientific research and technology is generally low, the work is random, and they are not capable. Scientific knowledge outside the profession is not enough [2].

In summary, the content of physical education in colleges and universities is a complex system. Each structure is independent of each other and related to each other. It is not possible to carry out reforms in a comprehensive manner. The method of physical education and the quality of physical education teachers are the focus of the first reform.

### **3. School-enterprise cooperation model**

After years of exploration and practice, physical education has accumulated rich experience. Its typical school-enterprise cooperation methods are [3]:

1) The enterprise moves the production workshop with the school counterpart into the school, realizes the unity of the production workshop and the internship workshop. The unity of the teacher and the master, the unity of learning and production, the unity of the work and the product, and the school entering the school makes the school and the enterprise truly; it has achieved mutual benefit and common development.

2) Schools and enterprises establish regular communication mechanisms. The enterprise transmits the information of talent demand to the school, helps the school to plan the professional setting, reform the curriculum and teaching materials, design the teaching process; dispatch technical personnel to the school to work as a part-time teacher, publicize the corporate culture to students, conduct employment guidance, and regularly accept student internships. The school sent teachers to the company as a "visit engineer" to help companies solve technical problems.

3) Open an "order class" in the school. The company sends professionals to the school to give classes to the "order class", to impart professional knowledge and corporate culture, to accept the internship of the "order class" students, and to provide scholarships and scholarships. From the survey situation, the phenomenon of "order class" training is still relatively common. Because schools and enterprises have common interests, enterprises are more actively involved in all aspects of student education, which is conducive to improving the overall quality of students.

4) Schools and enterprises form vocational education groups, through the vocational education group to integrate educational resources, coordinate the professional settings of various institutions, develop teaching materials, and evaluate the quality of education and teaching. [2]

#### **4. School-enterprise cooperation sports talent training new mode**

How to effectively and sustainably promote school-enterprise cooperation, industry-university-research interaction, and promote talent cultivation is a common issue facing sports colleges. To establish a long-term, stable and in-depth school-enterprise cooperation relationship, the key is to fully mobilize the enthusiasm of both schools and enterprises, especially enterprises, to truly achieve the cooperation between educators and employers.

##### ***4.1 The government promotes policy support.***

Give full play to the government's functional advantages, clarify the company's obligations to physical education, and vigorously promote the industry to actively participate in physical education. Through policy incentives and tax incentives, stimulate the enthusiasm of enterprises to participate in school-enterprise cooperation; establish a government-led, industry and association participation school Enterprise cooperation management system [4]. Clarify the rights, obligations and mutual relations between the school and the enterprise in cooperation, and actively support and develop the third-party service organizations of school-enterprise cooperation, and relieve the enterprise's worries about student safety, student management and corporate interest's protection.

##### ***4.2 The development of the school is the endogenous force to promote school-enterprise cooperation.***

The school must continuously improve the level of education, teaching and management, and cultivate high-quality talents in the true sense to meet the needs of enterprises.

1) Strengthen student education and enrich the content of students' moral education. Develop sports standards with corporate requirements and improve professionalism with industry standards. The sports orientation of secondary vocational education is very clear. Whether students can be qualified for job after graduation depends on professional knowledge and skill level, and depends on work attitude and responsibility [5]. In the survey, the surveyed companies agree that if anyone wants to do good deeds, they must first be good people. Enterprises with insufficient skill levels can be cultivated, and lack of sense of responsibility, lack of attitude, and lack of hardship are fatal flaws.

2) Do a good job in the final post work of the students? The student's internship to the enterprise is an important part of the school's professional teaching. It is also the transition period and adaptation period for the students to become social roles. In fact, the internship has been slowly transformed into disguised employment [4]. The student's internship management and guidance cannot be effectively reduced. In practice, this directly or indirectly leads to a series of problems, such as the enterprise reflects students' inaccurate self-orientation, low-handedness, poor stability, poor psychological endurance, etc. These problems are not so much a matter of character literacy at a certain level. It is better to say that more is due to adaptation problems.

3) Strengthen the construction of the teaching staff, strengthen the ability of teachers to face the enterprise, and strictly implement the enterprise practice system under the teacher. School staff management is different from enterprise management [5]. School staff culture is also different from corporate culture. Schools train talents for enterprises, but teachers do not really understand enterprises. The understanding of enterprises is mostly on the surface and form, so many times sports for students. Literacy education is hollow and pale. Teachers must go to the enterprise to study, research, and trainee, have the ability to internship, experience the management and cultural atmosphere of the enterprise, and have a deep understanding of it, not just at the level of skills learning.

4) Do a good job in sports instruction and employment education in regular teaching. Physical education and employment education should also reflect the full range of staff. In addition, the professional courses focus on technology, the basic courses of culture are increasingly marginalized, and their educational functions are increasingly weakened. The content of sports moral education is old and effective, and it is in the form, so there is a certain deviation in the cultivation of students' sports morality. The most important and strongest thing in the survey is not the student's skill problem, but the student's sports attitude and comprehensive sports ability.

5) Work with the company to develop a talent-training program and an innovative talent-training model. The form and time of the lecture can also be modified according to the requirements of the enterprise. For example, the peak period of the recruitment of enterprises is around the Spring Festival, and the time for students to start internship is generally at the end of June. In response to this law, some schools have developed a wrong time teaching plan for students [6].

6) Highlight the characteristics of education and achieve individualized training. Improve students' comprehensive sports ability in an all-round way, enable students to work independently, think independently, be brave, and be good at cooperation [4].

#### ***4.3 The demand of enterprises and the sustainable development of industry are the external thrust of school-enterprise cooperation.***

1) If the school is always in a passive state in cooperation with the company, it is not conducive to the sound development of the school, and is not conducive to the development of students [6]. Therefore, it is necessary to do a good job in the development of the local and even the city (province). Only the professional chain of

the school and the industrial chain of the enterprise are connected. The teaching process is connected with the standards of the industry. The graduates are connected with the corporate positions. It is only possible for enterprises to cooperate in the long-term and deep-seated, and even find a door to cooperate with the school.

2) Cooperation requires diverse resource interactions. School-enterprise cooperation cannot only stay in the interaction of individual projects, but also requires personnel interaction and resource interaction [6]. It is necessary for enterprises to see benefits, obtain benefits, improve the enthusiasm of school-enterprise cooperation, and promote the realization of enterprise resources and teaching resources. .

## 5. Summary

China is currently in a special historical period of social economic and cultural education development. China's sports higher education is also in a special development period with strategic significance. We should seize this favorable opportunity, increase the intensity of college sports school-enterprise cooperation, broaden the functions of college sports, and complete the task of physical education in a comprehensive and high-quality manner.

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