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Research on the model of social sports professional employment of school-enterprise integration and entrepreneurship education

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ABSTRACT

The current situation of social sports professional employment of Hunan and entrepreneurship education is analysed by the use of literature, questionnaire, and interview, thinking that the training model of social sports professional is incompatible with the social needs in higher learning of Hunan Province, and the pertinence of talent training is not strong. Based on the job needs of the ability of social sports graduates, the new training mode of employment and entrepreneurship education of social sports majors should be created through adhering to the orientation of employment and entrepreneurship, and the needs of sports enterprises and employers, depending on social sports professional education. The pertinence and effectiveness of professional personnel training of the social sport are improved through many methods, for example, setting up multi-level teaching and curriculum system which are oriented to training the ability of employment and entrepreneurship, organizing "three-dimensional practice teaching" of the second classroom practice through simulating practice and joint ventures so as to train practical ability, and using diverse system of evaluation and certification of the ability.

KEYWORDS

School-enterprise integration; Social sports professional; The model of employment and entrepreneurship education.



INTRODUCTION

The phenomenon that employment is hard, and entrepreneurship, harder for graduates, makes the location of employment and entrepreneurship education in higher education significantly improved. Hu Jintao, the secretary-general, clearly stated that the development strategy of expanding employment should be implemented so as to make entrepreneurship promote employment in Report of the Seventeenth National Congress, and “Making entrepreneurship promote employment” are rose to the strategic level of the party and the country. The report further stated that the policy of self-employment and self-entrepreneurship are to be perfected, and the education of employment concept should be strengthened so that more workers become entrepreneurs. Therefore, it is necessary to carry out a wide range of entrepreneurship education in the college students. Starting from the establishment and development of social sports specialty, under the policy of “two-way choice, Job-hunting by self-determination” implemented in the current Chinese colleges and universities, how to guide social sports majors to establish the correct concept of taking up employment, choosing employment and entrepreneurship so as to develop their innovation and entrepreneurship, to enhance their skills of employment and entrepreneurship, to enhance their ability to survive and develop, to make the graduates employed as soon as possible after graduation, is the problems urgently solved for the social sports professional education.

Research objects and methods

This study collected the information on the current situation of employment and entrepreneurship education of social sports professional of five undergraduate colleges in Hunan province by the use of the workshop on the building of social sports professional in Hunan province. The questionnaires of reform and innovation of model of social sports professional employment and entrepreneurship education of school-enterprise integration are respectively ten professional person in charge and the responsible person of related businesses and employers, and the questionnaires are designed on the basis of interviewing the related experts of the Ministry of labour and social security, guidance personnel of enrollment and employment, experts of fitness enterprises, and related professionals in fitness community and fitness club where students conduct practice, and a lot of first-hand information is obtained.

RESULT AND DISSCUSS

An analysis of the current situation of social sports professional employment and entrepreneurship education of colleges and universities in Hunan Province Problems existing in employment education

Difficult employment. Job market of social sports professional has not been fully cultivated. Though leisure and entertainment sector, such as health clubs, hotels, and restaurants provide part of jobs for students, sports administration and sports enterprises provide less job opportunity.

The widespread problems existing in students of social sports professional is the lack of relevant experience, weak expertise and skills, and bad mental state in the process of job seeking. Under most circumstances, the students have not received education related to employment and job in the first three years of colleges, resulting in the majority of the students' lack of experience in the course of employment. The undergraduate education has been out of touch with social needs for many years, and relevant professional knowledge and skills do not have any advantage at all.

Students' job position is not clear, accounting for 60% of the surveyed. Although college students receive vocational education, guidance of employment and entrepreneurship, the education and guidance is not systematic and lack of depth. Therefore, most of the students have not conducted design of their career.

Problems existing in entrepreneurship education

Lack of entrepreneurship. Currently, few graduates of the social sports professional after their graduation set up their own businesses, and more than 60 percent of the students are not willing to set up their own businesses due to the impact of the employment concept and real conditions.

College students have a certain sense of entrepreneurship under the corresponding conditions, but they are faced with a number of problems, the most important is the lack of experience, followed by lack of ability to identify opportunities, and weak entrepreneurship awareness and capacity, and the lack of knowledge related to entrepreneur, and environment and conditions needed in entrepreneur is not satisfactory.

An analysis of influencing factors

The influencing factors of employment education

The factors of students themselves, for example, lack of definite self-positioning and relevant experience, poor mental capacity, weak professional knowledge and skills, the single channel of job seeking.

The factors of school, such as, unreasonable curriculum, enlarging college enrollment leads to talent imbalance, employment guidance failed to be universal and deepening.

Social factors, such as, lack of strong policy support, the mismatch of labor supply and demand caused serious structural unemployment.

The factors of the employers, for example, too much emphasis on experience, harsh standards of employment, insufficient information on recruitment.

The influencing factors of entrepreneurship education

The factors of students themselves, for example, the lack of entrepreneurial spirit, capacity of opportunity recognition, and entrepreneurial knowledge, and weak experience.

The factors of school, such as, lack of systematic entrepreneurship education, unperfect education system.

Social factors, social atmosphere of encouraging entrepreneurship is not strong, convenient conditions of entrepreneur provided by the community is inadequate.

The building of training mode of entrepreneurship and employment education of school-enterprise integration

The definition of entrepreneurship and employment education of school-enterprise integration

Employment education. There are narrow and broad definition of employment education of colleges and universities. The employment education in narrow definition is to pass employment information to graduates who want to obtain employment, and help graduates seek job and choice of occupation, and play the role of intermediary. The employment education in broad definition is to provide knowledge, experience and skills for graduates to choose employment, to prepare for employment, to set up their own businesses, and to develop and progress in the profession. Employment education in this paper refers to providing career guidance to the students.^[1]

Entrepreneurship education is an educational idea with relatively independent function and position, oriented to the development and improvement of the basic quality of students' entrepreneur, which train students' awareness, ability, knowledge and psychological quality owned in the process of entrepreneurial practice.

The model of employment and entrepreneurship education of school-enterprise integration of social sports professional is to enable students to conduct the targeted learning for the purpose of employment and entrepreneurship, to seek the theoretical basis from reality, to grasp the key knowledge points, to form their own unique thinking ability and innovative capabilities, and ultimately to cultivate the integrated talent with theoretical foundation, practical ability, innovative thinking for the community, making the demands of such units as all kinds of sports organization and management at all levels, social organizations, enterprises and institutions, various sports venues, sports clubs and hotels and leisure department consistent with the supply of students. School-enterprise cooperation enables the enterprises to get personnel, the students to receive the skills, the school to develop, which is an educational model of achieving win-win results, that is, colleges and businesses achieve "complementary advantages, resource sharing, mutual benefit and common development".

Positioning training programs for scientific talent from the perspective of employment and entrepreneurship

The unclear training objectives of social sports professional in China has been the biggest constraints of development of social sports professional. Through the analysis of the training objectives established by the Ministry of Education, Beijing University of Physical Education, East China Normal University, Xian Institute of Physical Education, Wuhan Institute of Physical Education, Jiangxi Normal University, Guangzhou Institute of Physical Education, it is found that the training objectives of social sports professional of colleges and universities are set up according to *Professional Directory*, and the weak points are that the profession is lack of traits, the pertinence of personnel training is not strong. The prevalent problems are that the training objectives are high in positioning, inaccurate, out of touch with the needs of society, leading to the result that the employment situation of the professional is not optimistic. The primary matter of training of social sports professional is location of the type, that is, the training of the applied talents or research talents or both of them. If colleges and universities are located in the position that train personnel small and medium enterprises and grass-root units, application should be their training direction, and skills training of the students should be strengthened from the perspective of employment and entrepreneurship so as to improve the overall quality and train the idea quality of endurance, dedication and creation.

Highlighting teaching and curriculum system of employment and entrepreneurship education of school-enterprise integration

Construction of curriculum system

Curriculum system of employment and entrepreneurship education of school-enterprise integration includes three parts, that is, employment and entrepreneurship, employment and entrepreneurial knowledge, employment and entrepreneurship practice. "Employment and entrepreneurship" are the soul and pillars of employment and entrepreneurship practices performed by the subject of employment and entrepreneurship. The dialectical ways of thinking owned by the employee and entrepreneurs are as follows, that is, the spirit of self-confidence, independence, self-reliance, self-improvement and good moral character, which summed up through knowledge integration of employment and entrepreneurship philosophy, employment and entrepreneurship ethics, employment and entrepreneur mentality. "Employment and entrepreneurial knowledge" refer to the necessary knowledge preparation of the subject of employment and entrepreneurship and the theoretical tools of employment and entrepreneurship. The employee and entrepreneurs should grasp entrepreneurial culture of creating businesses, legitimate management, and planning for businesses, and basic knowledge dealing with the social environment and changes in market demand through coordination and integration of knowledge of employment and entrepreneurial management, employment and entrepreneurial environment, employment and entrepreneurship talents, and entrepreneurial and regulations. "Entrepreneurship practices" is the middle link of entrepreneurs from theory to practice, which cultivate the ability of entrepreneurs to solve specific problems through such means as pioneering design, case teaching and computer simulation of business operations.^[2] As shown in Figure 1.

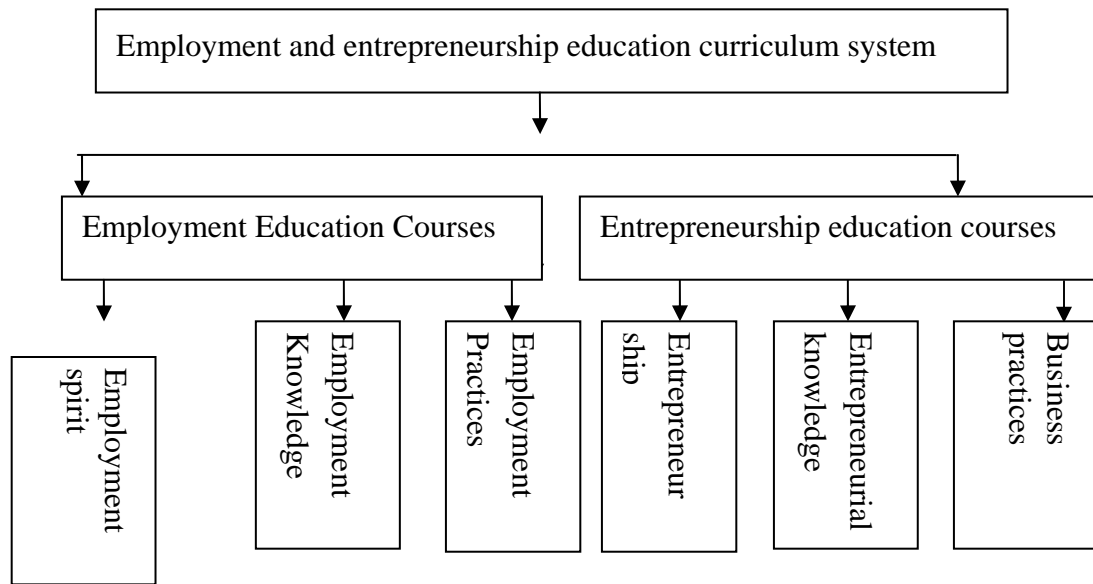


Figure 1 : Setup of curriculum system

The building of teaching system

Teaching is an important part of achieving curriculum. Teaching system of employment and entrepreneurship education of school-enterprise integration penetrates and reflects employment and entrepreneurship education from such factors as teaching plans, teaching objectives, teaching content, teaching methods, teaching environment, teaching feedback, students and teachers, and so on. The building of teaching system includes emending teaching plan, introducing the guidance curriculum to the regular teaching program, enriching theoretical teaching and experimental teaching curriculum, providing students with the opportunity of simulating practice by making full use of the existing experimental teaching equipment and the specialized software of companies, holding teaching practice of the second classroom so as to test theoretical knowledge learned in the classroom and enhance practical ability.^[3] As shown in Figure 2.

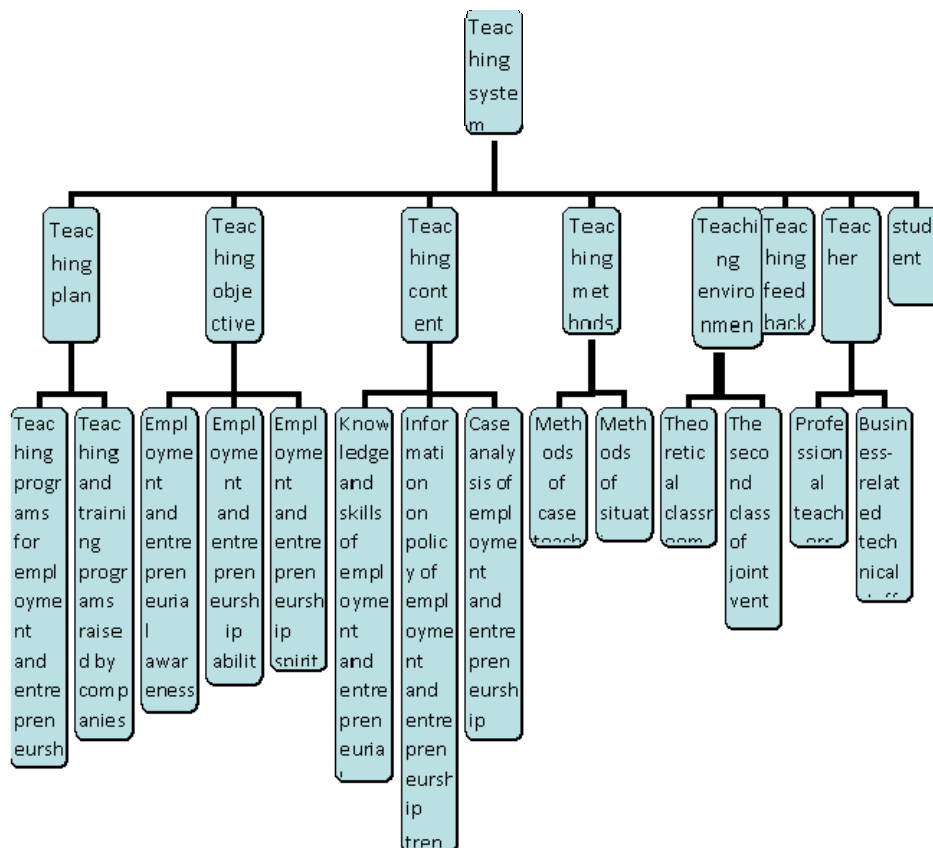


Figure 2 : Structure diagram of teaching system

The building of three-dimensional practice system of bringing up employment and entrepreneurial capacity

Education practice teaching system of employment and entrepreneurship of “school-enterprise integration” uses “three-dimensional practice teaching”. Compared with practice teaching of the past, “three-dimensional practice teaching” highlights “three-dimension”. “Three-dimension” in this study are provided with two level meaning. Firstly, it refers to the three stages of the entire chain of teaching, namely, investigation of understanding of society, in-depth social investigation, professional practice, and practice education. Secondly, it refers to extending from the important part of “investigation practice, social practice, graduation practice” in the past practice teaching to the three-dimensional framework of “writing investigation reports, developing personal professional learning plan, developing and adjusting individual job planning”, and “Amendment and improvement of plan for job-seeking and accomplishing the simulation job and interview”. The back two dimensions are the important complement and quality assurance of “investigation practice, social practice and graduation practice.”^[4]

CONCLUSIONS

The current employment situation of social sports graduates is not optimistic, and training objectives and specifications is not adaptable to the needs of society. It is necessary to reset training objectives and teaching system so that employment and entrepreneurship education runs through the whole process of teaching and teaching system.

Using three-dimensional practice system for training the ability of employment and entrepreneurship is able to nail down the career direction of students, to identify learning objectives, and to improve three capabilities, that is, investigation capability, analysis and research capability, operational capability (capability of external advisory guidance, capability of internal operations). Teachers’ strengthening the understanding of the actual employer and the surveying of the existing problems arising from students’ actual operations while using knowledge and skills is able to improve their teaching in order to achieve the effectiveness of practical teaching, and to prevent the surface form.

The evaluation system which takes improvement in the quality and ability of employment and entrepreneurship as the goal highlights the evaluation of knowledge and skills of employment and entrepreneurial. Vocational qualification certificate should be vigorously promoted. It is necessary to bring the standard of vocational qualifications (skills) into the specific professional teaching plans and teaching process. The strengthening measures, such as, directly linking certificate with course ratings, shall be adopted so as to enable students to understand the knowledge and skills in the teaching phase. Finally, it will be confirmed by the certificate so that students achieve both vocational skills requirements and academic proficiency requirements.

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