

Sports College Education Under the Background of the Development of Sports Undergraduate Education

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Abstract

The establishment of sports-oriented undergraduate education and the transformation of vocational education systems have introduced significant pressures and challenges for sports colleges. Yet, considering the broader context of actual economic and social developments and international experiences in sports education, the central role of sports colleges within the modern vocational education system remains unaltered. The unique social and economic value provided by sports college education is indispensable. In response to emerging challenges, sports college education must engage in self-reflection to emphasize its contemporary relevance. This involves adhering to the principles of high-quality development, clarifying the objectives of talent training specific to sports, enhancing the educational quality, fortifying distinctive educational features, and streamlining the professional athlete training system. Such strategic focuses are essential to sustain and advance the role of sports colleges in nurturing proficient sports professionals in the evolving educational landscape.

Keywords: Sports College Education, Vocational Undergraduate Education, Modern Vocational Education System.

Introduction

Since the new era, China has attached great importance to Sports education. Cultivating high-quality technical talents and promoting the high-quality development of Sports education is an important issue of education reform during the "Fourteenth Five Year Plan" period. Under the dual role of industrial transformation and upgrading and policy dividend, a number of selected vocational colleges have been upgraded to vocational undergraduate colleges. On the one hand, the status of vocational education has been further confirmed, which has promoted the improvement of the modern vocational education system. On the other hand, the trend of gradually higher education levels is inevitable.

The Sports college education is faced with the pressure of enrollment and running a school, and even suffers from the question of whether it still has the value of survival, which frustrates the confidence and motivation of Sports colleges in running a school, resulting in vague positioning of running a school, unclear characteristics of talent training and other issues.

Under the background that the Sports undergraduate education has entered the stage of practical development and the level of Sports education has gradually moved higher, how can the existence value of Sports college education be reflected, how can the main position be highlighted, and what new development should be sought to meet new challenges? In the face of many problems that need to be solved, we need to clarify the orientation of running a school, anchor the

development goals, and further clarify the value of Sports college education in the times.

Vocational College Education in the Context of the Development of Vocational Undergraduate Education: Why is It Necessary?

Both Sports undergraduate education and vocational college education belong to the higher education level of Sports education type. There are certain overlaps and overlaps in school running orientation, specialty setting, talent training, enrollment objects, etc. In the context of vigorously establishing vocational undergraduate education and popularization of higher education, whether there is still a need for independent Sports colleges to establish an organizational system. To answer this question, we need to base on the current situation of vocational education system construction, comprehensively consider the actual demand of production development, talent specification and quality, international construction experience and other aspects.

Sports College Education is the Main Component of Modern Vocational Education System

Domestic Basis

With the upward extension of Sports education officially entering practice, China has built the world's largest Sports

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education system. By the end of 2021, there are 3012 colleges and universities in China, including 1238 regular undergraduate colleges, 1486 Sports (junior college) schools, and 32 Sports schools at the undergraduate level. In terms of quantity and scale, vocational college education accounts for half of China's higher education. In terms of system construction, a three-level education structure of "secondary Sports education, Sports college education, Sports undergraduate education" has gradually been formed. However, with the continuous optimization and adjustment of China's industrial structure, the labor-intensive industry has gradually changed to a knowledge-intensive and technology-intensive industry, calling for higher technical and skilled personnel; the employment advantage of secondary Sports college graduates has diminished. Under this trend, some scholars believe that secondary Sports education should not be taken as the last stage of pre-service education (Maclean, Lauglo, & Wilson, 2005). Secondary vocational education in China is facing a fundamental shift, its educational attributes are greatly enhanced, and secondary Sports students have a strong desire to receive education, according to the latest survey report, nearly 70% of secondary Sports school graduates hope to enter colleges and universities (Tian, 2022), and the actual enrollment situation is also optimistic. In 2020, except for 35% of graduates who directly choose employment, most of the rest have entered higher vocational and even undergraduate colleges for further study, Vocational colleges have become the optimal solution for secondary vocational school graduates, and also a key link in the construction of modern vocational education system (Zhang, Jamal, & Mahfoodh, 2022). On the one hand, they undertake the continuing education aspirations of secondary vocational school graduates, laid-off workers, new Sports farmers and other groups, on the other hand, they also cultivate counterpart talents for Sports undergraduate education and provide high-quality students. The dominant position of Sports college education has also been confirmed at the policy level. In 2020, the Ministry of Education made clear requirements on the development layout of Sports education in the Action Plan for Improving the Quality of Sports Education (2020-2023), to "consolidate the dominant position of vocational college education", In 2021, the Administrative Measures for the Establishment of Undergraduate Sports Education Major (Trial) requires that the total number of undergraduate Sports education students should not exceed 30% of the total number of students in the school, which is not only based on the consideration of China's current industrial demand and the quality of Sports undergraduate talent training, but also the default and protection of the dominant position of

vocational colleges (Diaz Eaton, LaMar, & McCarthy, 2020; Elrayah & Alzahrani, 2024).

International Basis

As China's industrialization path has widely absorbed the experience of other developed countries in terms of organizational system, the construction of Sports education system accompanying industrialization and economic development also needs some international experience for reference. The concept of Sports undergraduate education is a unique creation in China's local context (Cao, 2021; Turek, 2022). The practice of Sports education at the undergraduate level in foreign countries corresponds to the University of Science and Technology and polytechnic colleges in terms of connotation elements. Although the undergraduate level Sports education in developed countries started early and has accumulated a lot, Sports colleges are still the main school in terms of school size and main settings. Many countries do not have a Sports undergraduate education entity yet, but have implemented Sports education at the undergraduate level in some institutions and many countries have also adopted the set mode of extending the long-term schooling system on the basis of three-year junior colleges when developing Sports undergraduate education (Li & Xu, 2022). For example, most undergraduate Sports education in Australia is undertaken by TAFE College, but most of the majors in the college remain at the junior college level, and the Australian government attaches great importance to the construction of higher Sports education, especially its education scale reaches about 70% of the total scale of national higher education (Bie, 2022); Sports education in the United States is mainly implemented by community colleges, of which only more than 200 offer bachelor's degree courses (Hanafy & Al Essa, 2024; Yang, 2017). However, most students choose to work directly after completing two years of study obtaining an associate's degree, which is related to the close vertical connection of the American higher education system and the flexible and smooth path to higher education. In addition, even in Germany, where the Sports education system is relatively complete, only a few dual system universities and Sports colleges have adopted Sports education at the full undergraduate level. Looking at the practice of running Sports education at the undergraduate level in developed countries, it can be seen that Sports college education can well meet the change of current production development in terms of educational system composition and talent output, and high-quality front-line skilled talents are always an important support to maintain the normal operation of various fields.

The Specification of Professional Talents Can Match the Current Industrial Development

At present, China's industrial upgrading and transformation are accelerating. The vigorous development of high-end manufacturing industry and emerging science and technology has put forward higher requirements for education. It also gives a new mission to Sports education that undertakes the training of technical and skilled talents. The undergraduate level Sports education came into being at the historic moment, with the purpose of training high-level technical talents to cope with the vertical extension of the industrial chain. China is in a critical period of transformation from a big manufacturing country to a strong manufacturing country. The high-end manufacturing industry has a strong momentum of development, which will increase to 15.1% by the end of 2020. However, there is still a gap between China and developed countries. In terms of industrial composition, China is taking the high-end as the leader and the middle end as the main body (Fu & Zhang, 2016). Therefore, in terms of talent level, although high-level skilled talents are the leaders of the industry, they are not the main body of the talent gap. While increasing scientific and technological research and development, it is also indispensable to make good use of the original foundation to promote the upgrading of traditional manufacturing. Promoting the intelligent development of traditional manufacturing and increasing education investment are the key to promoting the transformation of demographic dividend to talent dividend. Graduates of secondary Sports schools are difficult to match the specifications of high-tech and complex jobs, and their willingness to work directly is not strong. With the steady progress of the "Double High Plan", "Three Education Reform" and other policies, China's Sports colleges have gradually realized the transformation from extensive development to connotation construction, changing the previous utilitarian and short-sighted school running path, connecting with the actual needs of social production in key elements such as training programs, professional categories, and practical training, and through close cooperation between schools and enterprises Deepening the integration of industry and education enables skilled personnel to understand the core professional quality in the infiltration of science and technology and practice, so as to match the gradually higher Sports requirements.

Sports College Education Has the Unique Value of Maintaining Social Stability and Promoting Social Mobility

In essence, education is a "social regulator" to promote population mobility and change (Yan & Meng, 2019). As a link between employment and education, Sports education has more obvious value in maintaining people's livelihood and social stability. Since its birth, Sports college education has shouldered the responsibility of promoting employment and maintaining social stability. After World War II, higher Sports education, especially in the 1960s and 1970s, witnessed a vigorous development. Many European countries set up various forms of specialized education, which provided training opportunities for veterans and unemployed people from all walks of life, as well as opportunities and possibilities for re-employment. The development of vocational colleges in China takes serving the economic construction as the main line. On the one hand, it is restricted by the changes of the world development pattern and the domestic economic policy guidance, on the other hand, it always follows the internal development law of vocational education, showing a distinct stage characteristic on the school running theory. In the early days of the founding of New China, hundreds of jobs were waiting to be done. The construction and recovery of the industry urgently needed various types of technical personnel. A large number of unemployed workers left over from the old days made up the gap and participated in labor production through various forms of skills training. However, due to the Soviet Union's path at that time, the construction scale of higher vocational education was reduced. After the reform and opening up, with the continuous promotion of the internationalization of China's industries, the extent and degree of opening up have been greatly deepened. The existing Sports secondary education can no longer match most of the technical posts. In the face of the talent gap in many industries, the secondary education has been restructured at the macro level, and a considerable part of the secondary education has been upgraded to junior colleges. The Sports education system has taken initial shape. Since entering the new era of socialism with Chinese characteristics, in response to the transformation of major domestic contradictions, Sports college education has ushered in a new era of high-quality development. In addition to training a number of high-quality workers, it is also crucial to consolidate the achievements of poverty alleviation and block intergenerational transmission of population poverty.

The Practical Predicament of Sports College Education Construction under the Background of the Development of Sports Undergraduate Education

With the development of Sports undergraduate education, the types of higher vocational education in China have entered the stage of diversified development, and facing the situation that the enrollment objects are similar to the settings of individual majors, Sports college education has faced many practical challenges in terms of its own positioning and external development.

The Orientation Deviation of Sports College Education

Influenced by the traditional educational concepts such as "learning to be an official" and "a gentleman does not work to cultivate", getting an academic undergraduate course has always been the ultimate goal of many students to study hard. Sports education only serves as a complement to higher education in the minds of many parents and students. With the continuous promotion of the reform of Sports education type and the construction of Sports undergraduate courses, the type orientation of vocational education has been further confirmed, and more and more people have realized the great value of Sports education. However, Sports undergraduate education and professional education belong to the higher education level of vocational education type, and are very similar in terms of school running orientation, talent training objectives, curriculum system, etc. According to the catalogue of Sports education majors, among the 247 existing vocational undergraduate education majors, 75 majors are identical with Sports college education in terms of name setting, and more majors are very similar in terms of connotation and key elements, in this case, the competitiveness of Sports college education in similar majors has weakened, and even been branded as "inferior education". In order to cope with the loss of high-quality students and the pressure on running schools, some higher Sports colleges are dissatisfied with the running of junior colleges. Taking "upgrading" as the main goal of development, they are "greedy for more" in school construction and blindly expand enrollment and specialty expansion. However, the homogeneity of discipline and specialty setting and the closeness of school education system are difficult to overcome (Jing & Zhou, 2022), which not only fail to provide students with matching educational facilities, On the contrary, it will cause waste of social public resources. Some vocational colleges, in order to attract ordinary high school graduates, downplay

their professional characteristics in positioning, follow the general education tradition in vocational talent training and curriculum system construction, and their professional settings are disconnected from industrial development, which makes it difficult for Sports college graduates to meet the standard in terms of specifications, and also difficult to connect with the corresponding enterprise industry posts.

Weak Key Elements in Sports Colleges

The financial allocation of education is the cornerstone of the development of Sports college education, and the proportion of financial education funds in higher Sports colleges in GDP has been at a low level (Wang, Yuan, & Hu, 2020). In 2020, the proportion of higher Sports education funds in the national financial education funds will account for 4.4%, and the proportion of undergraduate education funds will account for 16.1%. There is still a gap between the financial input of Sports colleges and ordinary undergraduate education. At present, most vocational colleges and universities in China are upgraded or jointly run by Sports colleges and universities, which have a deeper construction foundation and policy advantages than Sports colleges and universities. Compared with Sports colleges and universities, Sports colleges and universities are slightly weak in scientific and technological research and development. As the most intuitive embodiment of scientific research and innovation achievements, patents can effectively reflect the scientific research level and innovation consciousness of teachers in higher Sports colleges. During the "13th Five Year Plan" period, the number of patent applications in higher Sports colleges in China has increased rapidly, but the differences between regions and schools are too large. On the whole, nearly a quarter of colleges and universities have not applied for patents within five years. Among the top 20 colleges and universities in the number of patent applications, 12 are concentrated in Jiangsu and Zhejiang provinces, and 16 are from colleges and universities under the dual high education plan (Liu & Kuang, 2021). There is a big gap between ordinary Sports colleges and universities in scientific research investment, infrastructure construction and other aspects, and the guarantee for talent training is insufficient. In addition, the construction of double qualified teachers is the key for vocational colleges to cultivate high-quality skilled talents. However, the construction achievements of various Sports colleges are mixed. Some colleges and universities have double qualified teachers accounting for 99.03%, while others account for about 10%. Although in

recent years, various vocational colleges and universities are increasing efforts to introduce talents, and the educational level of the teachers is also steadily improving, the colleges and universities in terms of salary, welfare in terms of job stability, there is still a gap between the public undergraduate and Sports undergraduate, and more high-level vocational education talents flow to vocational undergraduate universities.

The Continuous Training of Professional Talents is Not Smooth

As China's higher education has entered the stage of popularization, more and more people with school-age education have the opportunity to receive higher education. At the same time, the enrollment scale of undergraduate colleges and universities has been expanding year by year, and the scale of running schools has been expanding day by day, which has brought more severe competition for students to Sports college education. The main reason for the loss of counterpart students in vocational colleges is that the Sports education system is not smooth in entering higher education. At present, the college entrance examination for vocational education has not been formally implemented in China, and the path of higher education in various regions is still dominated by the ordinary college entrance examination. Under the unified assessment standards, the skills and specialties of secondary Sports students cannot be scientifically evaluated and certified, so they have to be screened according to the level of cultural course scores, the result is that students with low scores are promoted to Sports colleges at the end of enrollment. Such a vicious circle makes it difficult for Sports colleges to compete in a relatively fair environment, and makes the unique value of higher Sports education nowhere to be demonstrated. In addition to school-age students, the rural surplus labor force, transferred workers, veterans and other groups also have a strong demand for vocational education, but it is difficult to find appropriate ways to enter higher education, leading to the untimely transformation of human resources, which is not conducive to the stable and diversified development of higher Sports education students.

In the context of the gradual upgrading of the Sports education system, many Sports college students hope to continue their undergraduate studies. However, due to limited resources, blocked channels, inflexible mechanisms and other issues, the process of academic upgrading has been hindered. In order to attract students, some Sports colleges use the undergraduate entrance rate as a gimmick, advocating "academic

qualifications" rather than "academic ability", and even deviate from the main line of Sports education in running schools and teaching, falling into the pattern of exam oriented education. In the past decade, various provinces and cities across the country have successively carried out the practice of connecting and cultivating various types of Sports talents, and made some progress in scale and extent. There are two main ways to connect the college and the undergraduate, one is to train the students through the college and the other is to take the college entrance examination. The college based through training is a consistent training in fixed colleges and universities, and majors cannot be adjusted at will (Shang, Teng, & Ronghua, 2022). At present, the college based through training system is not perfect. Because students are trained independently in colleges and universities, the curriculum settings, education goals and training directions of the two stages are different, students' knowledge construction is difficult to form a system, and skills training is not perfect, resulting in poor connection between the college and the university, it also violates the continuity and systematicness of talent development. In the transfer assessment, some parents and even teachers acquiesced that the transfer rate must be guaranteed to ensure the completion of the specialized version, which caused the "draining" of the examination content, and the process and formalization phenomenon was serious. In addition, under the pressure of the transfer examination, some colleges choose to strengthen the teaching of theoretical courses and weaken skills training, ignoring the subjects that do not participate in the examination, which violates the original intention of the transfer examination (Li et al., 2021), and it also makes the real value of higher Sports education useless. The college-to-undergraduate examination is the most common form of college student's selection. Higher Sports students can continue their studies by taking part in the unified examination organized by various provinces, which can, to a certain extent, strive for space for further study and ease the employment pressure. However, the form of the college entrance examination is mainly based on theoretical courses. Even if some provinces include specialized knowledge, there is no special assessment for practical skills training. As a result, students who are willing to upgrade are only willing to devote their energy to the subjects necessary for their graduation, but they are perfunctory about the important part of Sports skills training. In this way, they will only break away from the track of higher Sports education and will not receive the training and training they deserve.

Vocational College Education in The Context of The Development of Vocational Undergraduate Education: How to Develop?

Clarify The Orientation of Talent Training and Strengthen the Characteristics of Vocational Colleges

The orientation of talent training is the starting point and end result of running a school. The existing policies and relevant studies generally position the talent training goal of vocational college education as "high-tech talents", but most of them are macro descriptions, lacking in-depth interpretation of its connotation. As a result, the orientation of vocational college education deviates and the goal of talent training is unclear, which needs to be further distinguished. From the perspective of talent type, both vocational undergraduate and college education undertake the task of training technical talents, but there are differences in emphasis: The cultivation of talents for vocational undergraduate education is guided by comprehensiveness and innovation, which requires students to strive to transfer and innovate on the basis of mastering knowledge and theory and being familiar with skill operation, and have a certain scientific research awareness, with the core feature of "research"; Vocational college education, guided by applicability and specialization, requires students to master the theory of specialized skills and be able to skillfully apply operational knowledge to solve problems in actual production. Its core feature is "specialized research". In terms of talent specification, the target of undergraduate level professional talents is "high level". Here, the level does not refer to the level (Yang, 2022), but to cope with the difference in skill focus caused by different social divisions. Vocational undergraduate talents focus on intellectual skills development in skill training, so as to connect with more complex and comprehensive technology types. Vocational college talents pay more attention to the training of operational skills, and participate in social production with rich operational experience and highly skilled application skills. After accurately grasping the positioning characteristics of talent training in vocational college education, we need to adhere to the development strategy of "differentiation", make clear what vocational colleges do and what they don't do, and form a dislocation competition with vocational colleges based on their unique advantages. Strengthening the characteristics of vocational college education can be carried out from the following aspects: 1 Talent training characteristics: adhere to the idea of vocational talent training, not only distinguish it from

the academic talent training in ordinary colleges and universities, close the combination of theory and practice, increase the proportion of practical training, highlight the professionalism and professionalism, but also achieve redevelopment on the basis of secondary vocational education talent training, teach necessary theoretical knowledge, and reflect the higher nature. 2 Major characteristics: vocational colleges should make full use of existing resources, give play to their regional advantages, cooperate with local mainstream industries and leading enterprises to run schools, create strong majors, build brand effects, and enhance professional competitiveness. In addition, it is also necessary to establish a scientific analysis and prediction system of the industry's demand for talents (Li & Zhang, 2022). Based on the reality of social production, it is necessary to estimate and predict the demand for talents for industrial development, so as to improve the foresight and guidance of vocational education.

Smooth the Mechanism of Training Specialized Talents

Although the reform of vocational education typology has made a major breakthrough at the practical level, the deep-rooted ideological tradition of advocating rationality and down-to-earth practice in China has always led to doubts about the social status of technical and skilled personnel, and the phenomenon that employers "only pursue academic qualifications" is common. The emergence of vocational undergraduate provides the best choice for vocational college students to enter higher education. Under the influence of the academic orthodox social public opinion and the gradual elevation of vocational education level, vocational college students have a strong desire to enter higher education. At present, the imperfect connection mechanism between college and undergraduate courses, the blocked growth path of skilled talents and other problems make the vocational college education examination oriented and the college entrance examination "college entrance examination oriented", which also makes many college entrance examination graduates who are faced with volunteering to fill in the college entrance examination flinch, so they are more inclined to apply for professional undergraduate courses or re study. This phenomenon reflects two major problems: one is why vocational college students are eager to upgrade to college, and the other is why the connection between college and college education is not smooth. To solve these two problems, we need the participation of vocational colleges, relevant government departments and social forces to promote the improvement of the quality of vocational undergraduate education and the status of

vocational talents, and make improvements in the upgrading model and the construction of an integrated training system for vocational talents. In essence, the problem of vocational college graduates' urgent promotion is that the education system of vocational colleges is not well suited to the employment system of various enterprises and industries. It is necessary for the government to take the lead and the industry to lead, coordinate regional development and vocational education construction, and all relevant departments to actively participate in school enterprise cooperation, promote enterprise counterpart professional training, and deepen the coupling of education and industry; All vocational colleges and universities need to examine themselves and give consideration to both educational and professional attributes. On the one hand, we should focus on improving the quality of running a school, and focus on curriculum research and development, teacher training, textbook compilation and other key elements to ensure curriculum quality and education orientation. We should also strengthen professional characteristics, pay attention to the development of characteristic courses, and form a dislocation with professional undergraduate development. On the other hand, grasp the trend of industrial development, strengthen practical teaching, and promote the deep integration of "talent chain" and "industry chain"; All employers also need to reverse the narrow standard of "academic qualifications", relax the restrictions on academic qualifications, and focus on the inspection of skill level and professional ability in talent selection. At present, the college to undergraduate examination is the main examination form for the connection between college and undergraduate, which is of great significance for promoting general vocational integration and deepening vocational talent training. In order to further build a sound vocational talent training system and promote equity and balance in the field of higher education, the following aspects need to be improved: In terms of the upgrading model, first of all, it is necessary to change the "one voice" situation of undergraduate colleges and universities in the past, and give colleges and universities a certain voice and autonomy. The content of the upgrading examination is no longer determined by the undergraduate college, but is jointly discussed by the college, front-line teachers and the teaching and research team. It should cover the knowledge and theory required by the development of undergraduate students, and also closely related to the content learned in the junior college. In terms of examination form, we should adhere to the combination of theory and practice, bring vocational skill test into the scope of investigation, and highlight the

practical and applied characteristics of vocational education. In addition to reforming the traditional college to undergraduate examination, it is also necessary to normalize the training of college to undergraduate connection and implement it in daily curriculum teaching. By streamlining the course categories to highlight the core skills courses, building a knowledge education system that connects with the undergraduate course, and actively developing the second classroom for students, we can improve the quality and reduce the burden on the whole, and also give students who are willing to upgrade their student's full autonomy to ensure the long-term training of professional talents. In terms of assessment form, we can improve the qualification certification framework to promote mutual recognition of vocational training credits, core curriculum credits, skill certificates, etc. and other learning achievements, so as to simplify the process of upgrading to the undergraduate level, smooth the connection path of the undergraduate level, and ensure the independence of the specialized education and the professional characteristics of talent training.

Give Full Play to The Function of Social Training

Under the socialist background, serving the society is not only the historical mission of colleges and universities, but also the existence value of colleges and universities. Serving social development is an important social function of vocational college education. Social training is a carrier for vocational college education to play its social function (Jin, 2014). Vocational colleges have natural training resources and construction foundation, and can take advantage of the knowledge advantages of colleges and universities to promote the training of skilled personnel to carry out social training. However, the current social training based on vocational colleges is mainly based on basic skills training, teachers' low enthusiasm for participation and untimely updating of knowledge, resulting in the disconnection between the training courses provided and the needs, low satisfaction of the target (Li, 2014), and difficult to adapt to the changing and new market development needs. Social training is an important link in building a lifelong education system in the whole society and promoting the development of continuing education. In the context of the high migration of vocational education, vocational college education should give play to its unique advantages, promote the construction of a high-quality social training system, give play to its social functions and strengthen the supply of talents. The government and relevant departments need to fully recognize the social significance and economic value of social training, establish and improve the system of

integrated development with regional economy (Feng, Guo, & Lin, 2014), clarify the dominant position of higher vocational colleges in social training, break the monopoly of training institutions for profit, and build a knowledge economic circle with higher vocational colleges as the core to meet the needs of in-service employees, transferred technical workers and other skills training and re-education (Prosper et al., 2023).

Conclusion

In conclusion, the evolution of sports undergraduate education marks a transformative period for sports colleges, necessitating a thoughtful reassessment and strategic realignment of their educational practices and objectives. As these institutions navigate through the complexities of modern vocational education systems and the growing demands of the sports industry, the importance of their role has never been clearer nor more crucial. The ongoing pressures and challenges stemming from economic, social, and technological changes underscore the necessity for sports colleges to prioritize high-quality development and refine their talent training programs.

By integrating advanced pedagogical techniques, adopting innovative training methodologies, and emphasizing specialized skills that are increasingly valued in the sports sector, sports colleges can significantly enhance their educational offerings. Furthermore, maintaining a clear focus on the unique economic and social values that sports education provides will ensure that sports colleges continue to contribute effectively to the broader educational and professional landscape. The commitment to strengthening the characteristics of their educational programs not only helps in cultivating skilled professionals but also in fostering a deeper appreciation and understanding of sports as a critical component of societal well-being. Looking forward, sports colleges must remain adaptable and responsive to the evolving dynamics of both the educational sector and the sports industry. Embracing this adaptive approach will not only secure their position within the vocational education hierarchy but also propel them towards leading the development of sports education globally. This proactive stance is essential for preparing future generations of sports professionals who are equipped to meet the challenges and seize the opportunities of the new era in sports.

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