

# The Status Quo of Practical Teaching about Sports Economics and Management

## -- Take the Sports Economics and Management Major of Xi'an Institute of Physical Education as an Example

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### Abstract

The practice teaching is the most important link for students to carry out practical activities in the practice teaching link. The construction of the practice teaching is of great significance to the development and talent training of the Department of Sports Economics and Sports Management. This research mainly uses questionnaire survey and interview methods to investigate and study the status quo of the practice teaching of the Department of Sports Economics and Sports Management, and providing references for the construction of the practice teaching of the Department of Sports Economics and Sports Management. It has a positive impact on the professional construction of the management department.

### Keywords

Sports industry management; Practical teaching; Practice base.

## 1. Introduction

Striving to improve students' learning ability, practical ability, and innovation ability, It can educate students to learn knowledge and skills, learn to use their hands and brains. Practical teaching is used to consolidate theoretical knowledge, and this is an important platform that it is effective way to deepen the understanding of theory for integrating theory with practice, cultivating students to master scientific methods and improving practical ability. It is a fundamental way to cultivate innovative talents in the era of knowledge economy, the education is the main means of cultivating talents. So we must start with education for improving the country's practical ability. Practical teaching is a teaching method that must be implemented. Therefore, how to strengthen the practical teaching of college students is of great significance to the cultivation of talents in colleges. Practical teaching activities can organically combine school teaching and social teaching, theoretical teaching and practical teaching, and effectively enhance students' comprehensive efficiency in professional learning, ability training, and practical operation capabilities.

## 2. Research methods

### 2.1. Questionnaire Survey Method

According to the time, content, form, organization, evaluation and other elements of practical teaching, this research designed a questionnaire on the practical teaching situation of the Department of Sports Economics and Sports Management. The questionnaire adopts a mixed design, and closed questions and semi-open questions complement each other. The questionnaire was distributed from March to May 2013. The subjects of the survey were part

of the students of the three majors of the School's 2009 Sports Economics and Sports Management Department. A total of fifty questionnaires were distributed and 46 were returned, with a recovery rate of 92%.

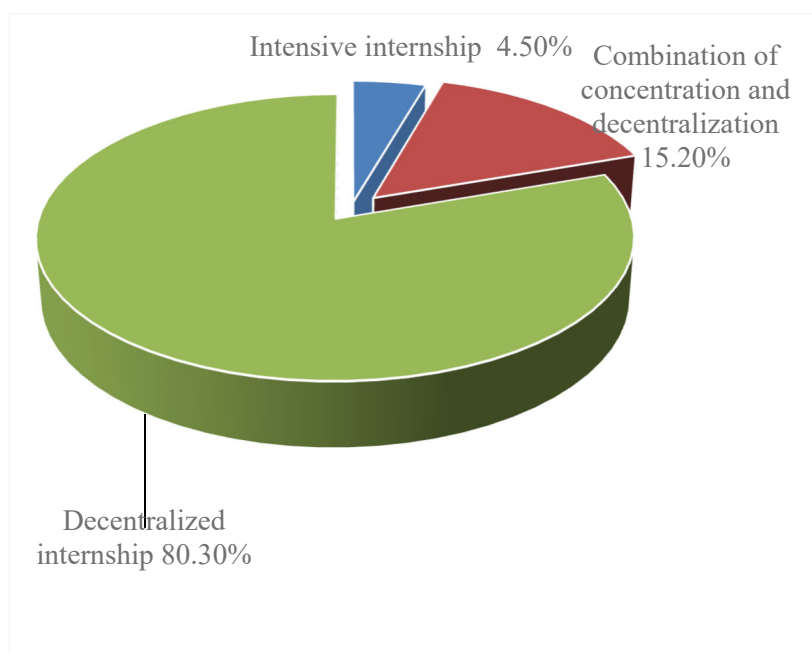
## 2.2. Interview Method

This research conducted semi-structured interviews with ten students in our department who participated in teaching practice to gain insights into students' knowledge and understanding of practical teaching. In this study, we also interviewed five teachers of the Department of Sports Economics and Sports Management, including two teachers from this department and three teachers from other schools, and put forward constructive suggestions for the construction of the teaching practice base of sports economic management.

## 3. The status quo of practice teaching in the Department of Sports Economics and Sports Management

### 3.1. Forms of Practical Teaching

Accordance with the school's requirements for students in the Department of Sports Economics and Sports Management, the school will arrange for students to conduct internships in designated units during the internship phase, or the students will apply for internships at their own units. The internship method is a combination of centralized and decentralized internships, the internships designated by the school. Outside the unit, the students contacting the internship unit for related internships according to their own needs.



**Figure 1.** The form of practice teaching in the Department of Sports Economics and Sports Management

According to the survey, the organization of practice teaching is divided into centralized internships, decentralized internships, and a combination of centralized and decentralized internships in the Department of Sports Economics and Sports Management. The internships that students participate in are primarily distributed internships, followed by centralized internships, and then centralized internships. Combined with scattered, and the number of entrusted internships and fixed-position internships participated by students is relatively small. 4.5% of the students went to the designated internship unit for internship under the

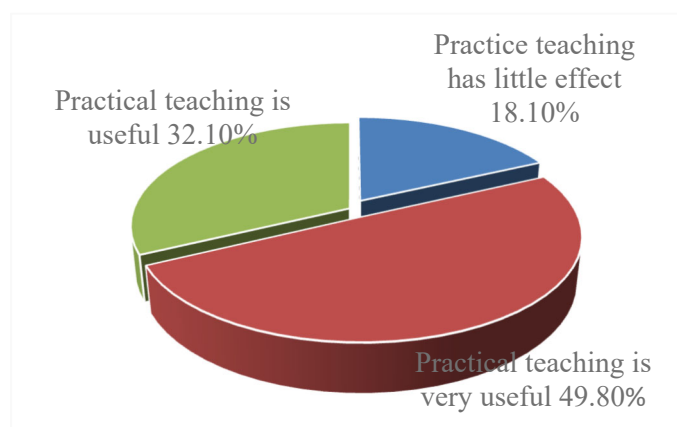
arrangement of the school. 80.3% of the students chose decentralized internship, that is, the students contacted the unit for internship, 15.2% of the students adopted a combination of centralized and decentralized internships.

### 3.2. Situation of Practice Teaching Base

The Department of Sports Economics and Sports Management was been established in 2010, and the construction of practical teaching bases is relatively lacked. At present, there is no teaching practice base, and the construction of the base will have a long way to go. The stability and system of the teaching practice base play an irreplaceable role, the practice base is a relatively stable teaching practice, and it is the most important form of teaching practice to achieve professional training goals. The teaching practice bases are mainly off-campus and on-campus teaching practice bases. The Academic Affairs Office has also formulated the "Xi'an Institute of Physical Education Base Evaluation Standards" normative document, which pays more attention to the construction of teaching practice bases, but the practice base of the Department of Sports Economics and Sports Management The construction is still in its infancy, and there is still a lot of work to be done. At present, an experimental teaching demonstration center has been established in the school, and a cooperative relationship has been established with the Shaanxi Sports Industry Group outside the school. However, it is still in the initial stage of construction, and there has not yet played a real role as a teaching practice base.

### 3.3. Evaluation of the Effect of Students on Practical Teaching

The reasons for the misconduct attitudes of students in practical teaching. From the analysis and survey of students, it can be seen that 14.6% of students prefer to engage in occupations related to sports economic management, and 17.8% of students do not want to engage in occupations related to majors. On the one hand, this result is related to the greater employment pressure in today's society, and on the other hand, it is also related to students' cognition and interest in majors. attention should be paid to guiding students' professional cognition and cultivating students' interest and interest and occupational orientation in majors in the teaching process.



**Figure 2.** Evaluation of the effect of students on practical teaching

Judging from the evaluation of the effect of students on practical teaching in Figure 2, the 49.8% of students think practical teaching is very useful and are willing to participate. The 32.1% of students think practical teaching is useful, but they don't have time to participate. The remaining 18.1% of students think practical teaching is useful. Teaching has little effect, or it is only for the completion of teaching tasks. Obviously, the attitude of such students in practical learning is not correct, even if the students are taught in practice, they cannot achieve the expected teaching goals.

### 3.4. The Content and Proportion of Practical Teaching

According to the training plan of each major of the Department of Sports Economics and Sports Management, the practical teaching includes four links, they are professional practice, professional practice and social survey, scientific research training and graduation thesis practice.

**Table 1.** List of the practical teaching situation of the Department of Sports Economics and Sports Management

Practice link	Semester	Credit	Proportion
Professional internship	8	4	20%
Professional practice and social survey	√	2	10%
Research training	√	2	10%
design)	8	4	20%
Military theory and training	1	2	10%
Required Reading	√	2	10%
Skills test	8	4	20%

Note: "√" means to determine the specific time according to the situation.

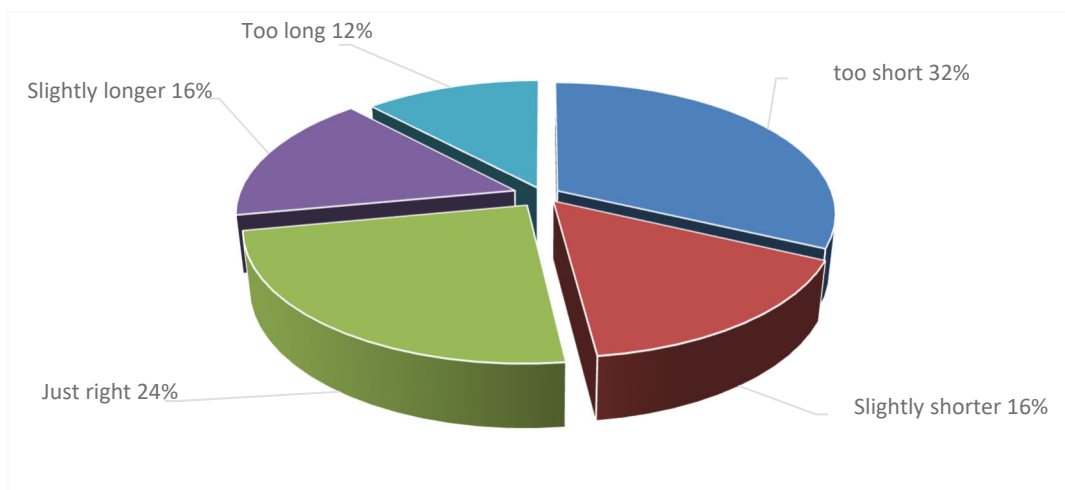
The graduation thesis is arranged in the fourth academic year, and accounting for 4 credits. The professional internship is arranged in the autumn of the fourth academic year, a total of 8 weeks, accounting for 4 credits. The professional practice and social surveys are arranged in each academic year, mainly for college students' entrepreneurial plans. Accounting for two credits. The total courses of public service management includes economics, and marketing professional training programs, the are divided into 163 credits, 171 credits and 156 credits respectively. The four links of professional internship, professional practice and social investigation, scientific research training and graduation thesis practice, and the total is twelve credits. The proportions were 7.36%, 7.02% and 7.69% respectively in the teaching process. From Table 2, it can be seen that the 30% is an important part of practical teaching in the practical teaching process of the Department of Sports Economics and Sports Management. that professional practice, the professional practice and social survey accounted for the practical teaching process.

### 3.5. The Situation of Students' Participation in Practical Teaching

All students have participated in entrance education, graduation internships, and thesis writing. These are the practical links specified in the teaching plan. The proportions of professional experiments, professional internships, and social surveys, which are only 0%, 42% and 22%, it can be seen that practical teaching in these links needs to be strengthened. There are 30.5% of people who have chosen to participate in academic activities. In fact more students participate in academic activities to complete learning tasks in a formal way, and they don't even remember to participate in academic activities. So the management of academic activities needs to be further strengthened.

### 3.6. Time for Students to Practice Learning

The survey of students' practical learning time is mainly evaluated by the length of time, which is divided into five levels, namely too short, slightly short, just right, slightly longer and too long. Figure 3 is the result of the survey.



**Figure 3.** Students' evaluation of the length of professional internship

According to the survey, the students believe that the proportion of short internship practice is 32%, and it is the highest in the Department of Sports Economics and Sports Management. Through interviews find, the students think that it is too concentrated for the 10-week graduation internship, and they hope to arrange practical teaching in each semester, Some professional practice activities will be carried out during weekends or the holidays. It can be seen that the current practical teaching schedule is too concentrated, and there haven't planned practical teaching and periodic internships arranged on weekends or holidays for each semester by the situation of the course. There are teaching plans that do not arrange practical courses to match the curriculum or professional internships in holidays. The time and stage of internships related to the major should be reasonably arranged, and the practical teaching time should be appropriately extended.

### 3.7. Graduation Intentions of Students

According to survey that there are only three persons with employment intentions in the sports industry, accounting for 15%. Most students have insufficient knowledge of the major, and lack of comprehensive understanding of the operation and management of the sports industry. To a certain extent, it also shows our training goals and curriculum settings, it is not strong for the guidance.

**Table 2.** Survey of students' employment intentions

Employment intention unit nature	Select frequency	Percentage
Private enterprise	5	25%
Financial sector	1	5%
Individual	9	45%
National unit	5	25%

According to a survey of students' graduation intentions, 67% of the students choose to work, 22% of the students choose to go to graduate school, and 11% of the students choose to go abroad. The employment intention of the students is the highest who choose to work is to start their own business, which is 45%, and the proportions of private enterprises and state administrative institutions are 25%. The graduation internship is arranged in the first semester of the fourth academic year. The students believe that the arrangement of graduation internship has a greater impact on the review of postgraduate entrance examinations. The

arrangement of internships affects the normal review of postgraduate entrance examination students at this time. It is obvious that these students can't participate in the internship at this time. The expected results are achieved. In this case, the internship may appear to go through the scene. Obviously, the arrangement of the graduation internship time and stage is not reasonable, and needs to be further improved.

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