

Problems and Countermeasures in Practical Teaching of 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

Cultivating innovative talents has become one of the goals of this major in sports industry management, and the practical teaching activities are the basic path for cultivating innovative talents. The construction of teaching practice bases is insufficient attention for sports economics and management majors. The implementation of the management system of practical teaching is not effective. The practical teaching does not match the curriculum. The practical teaching and theoretical teaching are out of touch. The students' interest is not high in the major. So it is necessary to actively construct teaching practice bases. Firstly standardizing practical teaching management rules and regulations. Secondly strengthening the cultivation of the practical ability of the teaching team. Finally mobilizing the subjective initiative of students to participate in practical teaching.

Keywords

Sports industry management; Practical teaching; Practice base.

1. Introduction

The Physical education is a highly practical and applicable subject, and the practical ability of sports industry management talents is particularly important. The practical characteristics is unique for the practical teaching of sports management majors. when they have basic knowledge of sports theory that the talents of the sports economics and sports management department should also accept management, economics, and sports industry. So the content of practical learning should radiate to multiple levels and fields of society. The Department of Sports Economics and Sports Management is a newly established major of our college, with the goal of cultivating applied professionals in sports and sports related fields engaged in sports industry management. The teaching practice base has become the most important form of practical teaching in colleges. Teaching practice base refers to an important place for college students with a certain internship scale and relatively stable to participate in internships and social practice inside and outside the school. Its stability and system can not be replaced by other practical teaching activities. In all practical teaching occupies a very important position in the event. Therefore, the construction of the teaching practice base is particularly important. The construction of the teaching practice base is directly related to the quality of practice teaching. It plays a very important role in the cultivation of the practical ability and innovation and entrepreneurial ability of high-quality talents. The construction of the practice base provides theoretical and practical references.

2. There Have Several Outstanding Problems in the Practical Teaching of the Department of Sports Economics and Sports Management

2.1. Insufficient Attention to the Construction of Teaching Practice Base

The teaching practice base is the most important place for students to practice teaching. It is an important link to achieve the training goals and plays a vital role in improving students' social practice ability. Especially after the expansion of college enrollment, the number of students in the school has increased significantly. The pressure of social practice has increased, and the diversification of students' employment intentions. Therefore, the construction of teaching practice bases has not been adapted to the situation of education reform. The Department of Sports Economics and Sports Management is a specialty with distinctive features and a relatively wide range of employment prospects, which also increases the difficulty of the expansion of teaching practice bases. The professional internships of the students are mainly off-campus internships in the Department of Sports Economics and Sports Management. But there is no practice base for sports industry-related management in the off-campus school. The Department of Sports Economics and Sports Management has some on-campus practice bases for other sports, which lacking of basic experimental teaching conditions. The sports institutions and companies are the main ones in terms of off-campus internships. But the number is too small, and most of them are concentrated in other administrative institutions or enterprises.

Table 1. Domestic cooperation and exchange units of the Department of Economics and Management of Shanghai Sport University

Cooperation and Exchange Unit	
F1 race	Sports Lottery Center
Shanghai Social Sports Management Center	Shanghai Information Center
Shanghai International Marathon Organizing Committee	IMG Sports Development (Shanghai) Co., Ltd.
Shanghai (UK) Advanced Consulting Co., Ltd.	Beijing Ford Po Company
Akcome	Guangdong Sports Development Corporation
Yaqi Group	Shanghai East Asia Cultural Center
Xinxin Sports Consulting Company	One trillion wade
Fire Net	Youth Daily
Shanghai "333" Racing Club	Shanghai Yuanshen Sports Center
Xindu Sports Culture Development Co., Ltd.	China Sports Network
Hangzhou Greentown Club	

source:<http://sem.sus.edu.cn/xxgk.htm>

It is far from the number of teaching practice bases of the Department of Economics and Management of the Shanghai Institute of Physical Education. The Department of Sports Economics and Sports Management of Shanghai Sport University was established in 2003. It gives full play to its own advantages, extensively participates in the practical activities of sports management, and establishing close cooperative relations with sports administrative agencies, social organizations, and enterprises, cultivating high-level application-oriented professional. The Department of Sports Economics and Sports Management is to train enterprises related to these industries. Such as the management of sports fitness and entertainment industry, sports competition performance industry, sports advertising industry, sports tourism industry, sports goods industry, sports brokers, stadiums, etc. In line with the organization's demand for sports

industry management talents, and sports industry management talents are compound management talents capable of sports club management, event management, venue management, etc. The prerequisite is a deep understanding of their operating modes and mechanisms within the organization for the management of the above-mentioned enterprise units and organizations. The internship in sports institutions obviously cannot meet the professional needs. The students believe that the operations cannot effectively apply the knowledge they have learned.

2.2. Inadequate Implementation Measures of the Management System of Practical Teaching

The standard requirement training program only sets up practical teaching in the curriculum by the overall requirements of the school, which does not set up corresponding practical courses by the professional requirements of the Department of Sports Economics and Sports Management. The Department of Sports Economics and Sports Management is a subject Courses with strong application and practicality, but lacking of binding and guiding documents in the setting and implementation of practical courses. The Department of Sports Economics and Sports Management follows the school's relevant practical teaching management methods, They should establish corresponding practical teaching models and systems to guide practical teaching according to the characteristics and needs of the sports economic management major. Before the professional internship, although the department held a professional internship mobilization meeting and specified the overall internship plan and requirements for the professional internship, They have not understood carefully the specific requirements of the professional internship, so many students are not very clear the purpose and meaning of the professional internship, the specific content, and the internship process. which leads to blindness and lacking of pertinence in the internship process, showing a lot of randomness. It is only for internships and does not really understand the true nature of professional internships. The meaning is that educational practice is to go through the field and deal with errands. Not every student was assigned a corresponding instructor, but an internship score was given based on the students' internship summary and feedback from the internship unit after the internship. The students' internship process was rarely evaluated. As a result, the scores of each student will not differ too much. Such evaluation has strong subjective factors and lacking of an objective evaluation basis. The lack of an objective evaluation basis for students' internships, which will make students' performance in internships largely impossible to be distinguished. The students only deal with errands to complete practical teaching tasks during the internship, and the imperfect evaluation system affects the full display of students' enthusiasm and subjective initiative.

2.3. The Practice Teaching Does Not Match the Curriculum

The sports industry management has set up practical teaching in the professional training program and assigned corresponding credits, but the practical link has a relatively small proportion in the overall curriculum, and the curriculum does not highlight the characteristics of the sports economic management specialty. According to the theoretical curriculum setting of the Department of Sports Economics and Sports Management, the proportion of applied disciplines in the courses is too low. Applied disciplines are highly applied and practical, which should be interspersed in the teaching process. Corresponding practical courses, which should arrange a symbolic practice teaching link for graduation internships in the first semester of the fourth academic year, it is obviously cannot meet the professional needs.

2.4. There Is A Disconnect Between Practical Teaching and Theoretical Teaching

There have 68% of students believe that the knowledge in class has not been applied properly in the course of practice. It can be seen that ten weeks of graduation internships are difficult to meet the students' requirements for practical learning. Theoretical teaching is arranged in the first three academic years, and professional internships are concentrated in the ten weeks of the fourth academic year. Practical learning is carried out after all theoretical courses are completed. This kind of practical learning cannot effectively apply the theoretical guidance learned in the first three academic years of the university in a targeted manner. There is a certain distance between practical learning and theoretical knowledge learning in time, and the theories learned in the classroom may be different After being unfamiliar or forgotten, it can be seen that there is a certain disconnection in practical teaching.

2.5. The Students' Interest Is Not High for Major

After more than ten years of development in China, the sports industry has initially formed a sports industry system. The development of the sports industry requires a group of comprehensive talents who master the practical operations of modern sports organizations and enterprise management and understand sports management. The Department of Sports Economics and Sports Management was established in 2010. The Department of Sports Economics and Sports Management is responsible for the important task of cultivating management talents in the sports industry. The survey shows that only 25% of students prefer to pursue professional-related occupations after graduation, and 37% of students are unwilling to pursue professional-related occupations after graduation. It can be seen that students are not very satisfied with their own majors. In the teaching process, they should also pay attention to the guidance of students' professional cognition and career planning, and cultivating students' interest in majors. Only professional internships can play a role by the guidance of interest, and the teaching function it deserves.

3. Countermeasures to Improve the Practical Teaching of the Department of Sports Economics and Sports Management

3.1. Building Actively Teaching Practice Bases

3.1.1. On-campus Practice Teaching Base

Practical teaching base is the prerequisite for a good practical teaching environment, strengthening the construction of practical teaching bases stable and standardized. The good practical environment is a powerful guarantee for doing a good job of practical teaching. Practical teaching bases are mainly divided into on-campus practice bases and off-campus practice bases. According to the survey of the practice base of the students of the Department of Sports Economics and Sports Management, it can be seen that the industrial management major needs to be further improved to the construction of the practice base on campus. Making full use of the resources in the school, which according to the professional characteristics of sports industry management, establishing a stable professional training base in the school, and providing a standardized and diversified practice teaching place for the practical teaching of sports industry management related courses.

Firstly, we should regulate student associations, academic activities and scientific and technological activities.

Secondly, we should establish a training room related to the management of the sports industry, strengthen the construction of case bases, and promote case-based teaching.

Thirdly, we should strengthen school-enterprise cooperation, strive for social subsidies and government support, establish a practical teaching base in school, and establish an economic entity and service organization related to the Department of Sports Economics and Sports Management to provide a good environment for students' practical learning. The practice base in the school can be constructed completely according to the professional needs. The teachers directly participate in the practice base for practical teaching and management, providing teachers and students with a simulated practical learning environment, which is suitable for professional courses.

3.1.2. Off-campus Practice Teaching Base

Firstly, strengthening the relationship between schools and off-campus practice units, and building jointly a stable and standardized off-campus practice base. Establishing long-term cooperation and mutually beneficial cooperative relations with relevant units. Providing a stable platform for the training of sports industry management skills, so that students can carry out phased internships in a real practice environment. The school should strengthen the relationship with the relevant instructors of the internship unit, so that the base staff can actively cooperate with the school's internship work. Guiding students in practice, and helping students participate in the job, and consolidating and applying the theoretical knowledge they have learned. Visiting the internship unit from time to time to understand the students' practical learning situation and the unit's evaluation of the students, and providing targeted guidance.

Secondly, establishing a diversified off-campus practice teaching base. The off-campus practice base of the Department of Sports Economics and Sports Management should break the status quo of mainly sports institutions and companies, and establishing sports clubs, sports events, stadiums, sports companies and sports institutions related to the sports industry.

3.1.3. System Construction of Teaching Practice Base

The system is the guarantee of the effectiveness of the teaching practice base. To clarify the basic conditions for the selection of the practice unit. The work should undertake by the practice unit or by the college. To clarify the application procedure of the teaching practice base, signing of the teaching practice base agreement. The inspection and evaluation of the base and other related institutional arrangements have been continuously developed and improved in practice .

3.2. Standardizing Practical Teaching Management Rules

We should formulate the practice teaching management methods of the Department of Sports Economics and Sports Management, and the teaching methods should be flexible and diverse. The various stages of practical teaching are set up by professional characteristics and curriculum needs. The practical teaching links are set up accordingly Such as professional experiments, professional internships, enrollment education, social practice and so on. To Standard requirements for each practical teaching link, they include time, stage, Contents, bases and organizational forms, etc. We should establish management procedures for practical teaching links, and strengthen the process control of practical teaching. In practical teaching. there are always some teachers and students who do not pay attention to practical teaching ideologically, which makes practical teaching become formalized. This phenomenon is not only related to the attitude of the participants, but also related to the lack of process control in practical teaching. The process management in practical teaching must be strengthened to ensure the quality of practical teaching.

3.3. Strengthen the Cultivation of the Practical Ability of the Teaching Team

Teachers are the organizers and instructors of practical teaching. Teachers' professional level, educational ability, and work attitude directly affect the implementation and development of

practical teaching. They learn the pattern of enterprise training staff, keep learning, and learning from practice. Teachers should strengthen the training of scientific research ability and learn some interdisciplinary knowledge, and improving continuously their own comprehensive quality.

First, the establishment of part-time teachers. It should participate in the process of practical teaching, which should hire experienced and professional management and scientific research personnel from organizations or enterprises related to the Department of Sports Economics and Sports Management. They can pass on the cutting-edge dynamics of the development of the sports industry-related industry to students, who have a clearer positioning for their future development, so that the students trained in this way are practical and effective.

Second, cultivate own teaching staff. Encourage teachers to learn more in industries related to the sports industry, and send teachers who lack practical teaching experience to various sports organizations and enterprises for professional training on a regular basis. In this way, the teachers can understand the current situation and development trends of industries related to the sports industry, and can better combine theoretical teaching and practical teaching in the teaching process. Especially young teachers with little practical experience, who are provided with opportunities for further study and participation in academic exchanges at home and abroad. So that teachers can acquire cutting-edge knowledge of subjects and acquire advanced professional-related teaching methods and experiences, and improving their application and teaching quality in practical teaching.

3.4. Mobilize the Subjective Initiative of Students to Participate in Practical Teaching

The students are main body of practical teaching. The Students must participate actively in the whole process of practical teaching. To promote the overall development of students' comprehensive abilities by giving full play to the main role. Whether the implementation of practical teaching can achieve the expected goals, The students are the most important factors. First, correcting the attitude of practical learning and giving full play to the subjectivity of students in the entrance education and course teaching. The importance of practical teaching is emphasized for the learning of the Department of Sports Economics and Sports Management, and it is clear that practical learning is not learning through the field or completing the teaching task, but it is important link in the learning of sports industry management. The teachers should guide students to actively participate in practical teaching, and promoting the transformation of students' external motivations into internal motivations, and developing from spontaneous to autonomous and conscious realm of practical behavior under the guidance of teaching goals. The Students' active input is practical teaching.

Second, cultivating students' interest in the Department of Sports Economics and Sports Management, and guiding students to make career plans in related industries of the sports industry. Through four-year undergraduate systematic study and training, the talents cultivated are not in line with the training objectives of the Department of Sports Economics and Sports Management. The students should be cultivated in the teaching process to their own professional interest. Only practical learning under the guidance of interest can be cultivated qualified talents suitable for the development of the sports industry will be recruited.

Third, The students are a mirror that reflects the implementation process and effects of practical teaching. To understand the implementation effects of practical teaching, we must rely on student feedback. Timely understanding of students' learning attitudes, existing problems and creative thinking in the process of practice. It is positive significance to the orderly development and implementation of practical teaching, and the information feedback from students can be used as a reference for improving practical teaching.

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