

Research on the Revision of Employment-Oriented Talent Training Programs in Xinjiang Vocational Colleges of Physical Education

Fengmei Zhang*, Yanbing Yang

Xinjiang Sports Vocational and Technical College, Urumqi 830002, Xinjiang, China

**Author to whom correspondence should be addressed.*

Copyright: © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: Focusing on the reform of talent training under the background of the integration of production and education in vocational education, this paper takes Xinjiang Vocational College of Physical Education as the research object. Based on the field survey data of 36 enterprises and public institutions in Urumqi and Kashgar regions from May to June 2023, it systematically analyzes the demand characteristics, ability requirements of employers for sports professionals, and their feedback on current training programs. The research finds that employers have a strong demand for talent in sports training and physical education, and generally attach importance to professional skills and comprehensive quality, but they believe that graduates need pre-job training to be competent for the positions. Most units recognize the existing curriculum structure and support school-enterprise cooperation. Accordingly, this paper proposes that we should take moral education as the fundamental, optimize professional positioning, reconstruct the modular curriculum system, strengthen practical teaching and the integration of “courses, certificates, competitions, and posts,” deepen the coordination of production and education, and build a new employment-oriented training mechanism for high-quality sports technical and skilled talents.

Keywords: Employment orientation; Vocational colleges of physical education; Talent training program; Integration of production and education

Online publication: December 8, 2025

1. Introduction

Against the background of the country vigorously developing modern vocational education and promoting the in-depth integration of production and education, the talent training of higher vocational colleges must closely connect with industrial needs to enhance the employment competitiveness of graduates^[1]. As an important base for regional sports talent training, Xinjiang Vocational College of Physical Education urgently needs to dynamically optimize its talent training programs according to the industry development trends and feedback from employers. From mid-May to mid-June 2023, this study conducted a field survey on 36 sports-related

enterprises and public institutions in Urumqi and Kashgar regions, covering sports administrative departments, sports schools, sports associations, and fitness and leisure enterprises. By combining questionnaire surveys, focus group discussions, and literature analysis, a total of 63 valid questionnaires were collected, aiming to provide an empirical basis for the scientific revision of talent training programs in vocational colleges of physical education.

2. Analysis of survey results

2.1. Current status of talent demand from employers

The survey shows that 41.38% of employers indicated a “very high” demand for sports professionals. The current employment rate of graduates in matching positions is about 70%, and there is still a structural gap in talent supply ^[2]. In terms of professional demand, sports training (41.38%) and physical education (37.93%) are the main areas of need. Emerging majors such as leisure sports, ice and snow sports, and sports management have not yet produced graduates, and their market potential needs further development ^[3]. Regarding academic background and gender preferences, 48.28% of units accept college diplomas, while 34.48% require bachelor’s degrees or above; 51.72% of units prefer to recruit male employees. Notably, 68.97% of units explicitly prefer graduates from sports colleges and universities, reflecting the good reputation and recognition of professional training in vocational colleges of physical education in the industry ^[4].

2.2. Job competency requirements and employment preparation

Employers have a dual focus on “skills + literacy” for graduates’ competencies: 68.97% of units consider “specialized technical capabilities” very important, and 58.62% highly value “theoretical literacy” ^[5]. At the same time, comprehensive qualities such as communication skills, organizational coordination capabilities, and innovation abilities are also generally emphasized ^[6]. However, 65% of employers believe that graduates need further pre-job training to be competent for their jobs, especially lacking professional qualification certifications and on-the-job practical experience. This highlights the urgency of cultivating the ability to “be job-ready upon graduation” ^[7].

2.3. Willingness for school-enterprise cooperation and evaluation of training programs

As high as 82.76% of employers are willing to participate in school-enterprise cooperation, mainly to enhance social visibility, recruit satisfied employees, and obtain policy support ^[8]. In evaluating the current talent training programs, 82.35% of units believe the programs are “in line with” or “very much in line with” actual needs, and 88.24% recognize the current 4:6 class hour ratio between theoretical and practical courses, indicating that the existing curriculum structure is generally reasonable ^[9]. The main improvement suggestions focus on strengthening the intensity of specialized skill training, increasing internship and practical opportunities, introducing “double-qualified” teachers, and promoting enterprise personnel to participate in classroom teaching ^[10].

3. Revision principles and countermeasure suggestions

3.1. Revision principles

Adhere to the fundamental task of moral education, organically integrate Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era into the curriculum system, and strengthen the construction of curriculum-based ideological and political education ^[11]. Guided by serving regional economic and social

development and the upgrading of the sports industry, and taking improving students' employability as the core goal, construct a new talent training system featuring "simultaneous cultivation of morality and skills and integration of work and study"^[12].

3.2. Specific countermeasures

- (1) Clarify training positioning: Align with the development trends of Xinjiang's industries such as "sports + tourism" and "ice and snow economy," dynamically adjust professional settings and training objectives, and enhance the forward-looking and adaptability of talent supply^[13].
- (2) Reconstruct the curriculum system: Build a modular curriculum system of "public foundation + professional platform + directional modules," strengthen credit system management, ensure that the proportion of practical teaching hours is not less than 60%, and promote the integration of "courses, certificates, competitions, and posts"^[14].
- (3) Strengthen practical teaching: Implement the "2+1" training mode (2 years of on-campus study + 1 year of enterprise internship), increase training projects and the introduction of real enterprise tasks, and improve job adaptability^[15].
- (4) Deepen the integration of production and education: Promote models such as order-based training and modern apprenticeship, build high-level production-education integration training bases, implement the "1+X" certificate system, and incorporate vocational qualification requirements into graduation conditions^[16].
- (5) Strengthen teacher team construction: Coordinate the arrangement of specialized and general courses, increase efforts in the introduction and training of "double-qualified" teachers, and establish a regular mechanism for enterprise technical backbones to participate in classroom teaching^[17].

4. Conclusion

The revision of talent training programs in vocational colleges of physical education will be employment-oriented and market demand-driven. By optimizing the curriculum structure, strengthening practical links, and deepening school-enterprise collaboration, efforts will be made to solve the "last mile" employment problem of graduates. In the future, we will continue to track industry trends and graduates' development, establish a dynamic adjustment mechanism for talent training programs, and constantly improve the ability and level of sports vocational education to serve regional development, so as to achieve the dual improvement of talent training quality and employment quality^[18].

Disclosure statement

The authors declare no conflict of interest.

References

- [1] State Council, 2019, National Vocational Education Reform Implementation Plan, viewed October 19, 2025, https://www.gov.cn/zhengce/content/2019-02/13/content_5365341.htm
- [2] Ministry of Education, 2022, China Vocational Education Development Report (2012–2022), viewed October 19, 2025, <https://www.csdp.edu.cn/article/8940.html>

- [3] Wang X, Li Q, 2021, Research on the Sustainable Development Teaching Model Oriented by the Employment Market. *Education Modernization*, 8(25): 112–115.
- [4] Liu Y, 2021, Research on the Talent Training of Regional Higher Vocational Business English Major Oriented by Employment. *Vocational Technology*, (6): 78–81.
- [5] Zheng S, 2009, Research on the Talent Training Program of Universities Oriented by Employment. *Journal of Nanjing Medical University (Social Sciences Edition)*, 9(3): 234–237.
- [6] Zhang L, 2020, Research on the Cultivation of Vocational Core Competence of Higher Vocational College Students. *Vocational Education Forum*, (12): 45–49.
- [7] Chen L, 2019, Research on the Professional Ability Standard of Social Sports Instructors. *Journal of Physical Education*, 26(4): 67–72.
- [8] Guan C, 2012, Research on the “School-Enterprise Combination” Training Model of Competitive Sports Talents in Universities, dissertation, Ningbo University.
- [9] Wu X, Chen J, 2010, *Higher Vocational Curriculum Reform: Concepts and Practices*, Zhejiang University Press, Hangzhou, 56–60.
- [10] Xu G, 2005, *Research on Practice-Oriented Vocational Education Curriculum*, Shanghai Education Press, Shanghai, 89–93.
- [11] Xi J, 2016, Speech at the National Conference on Ideological and Political Work in Universities, *People’s Daily*, December 9, 2016.
- [12] Zhan Y, Zhou J, 2021, Research on the Innovation of the School-Enterprise Integration Model in Higher Vocational Education. *China Higher Education Research*, (5): 99–104.
- [13] Wang S, 2020, Research on the Development Strategy of Xinjiang’s Sports Industry. *Journal of Xinjiang Normal University (Natural Science Edition)*, 41(2): 88–93.
- [14] Jiang D, 2007, *New Theories on Vocational Education Research*, Educational Science Press, Beijing, 123–128.
- [15] Zhao Z, 2016, *Action-Oriented Teaching in Vocational Education*, Tsinghua University Press, Beijing, 67–71.
- [16] Ministry of Education, 2019, Pilot Program on the Implementation of the “Academic Certificate + Several Vocational Skill Level Certificates” System in Institutions, viewed October 19, 2025, http://www.moe.gov.cn/srcsite/A07/moe_953/201904/t20190415_378129.html
- [17] Sun L, 2022, Analysis of the Path to the Construction of a “Double-Qualified” Teaching Team. *China Vocational and Technical Education*, (8): 55–59.
- [18] Zhu D, Chen Y, 2020, Innovation of the Talent Training Model in Vocational Education from the Perspective of School-Enterprise Integration. *Educational Research*, 41(7): 112–120.

Publisher’s note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.