

Research on the Path of Talent Training for Sports Dance Major under School-Enterprise Cooperation in Hainan

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Abstract: Against the backdrop of Hainan Free Trade Port development and the integration of cultural, tourism, and sports industries, sports dance—a discipline combining competitiveness, artistry, and market appeal—has seen a growing demand for professionals. However, Hainan’s higher education institutions currently face challenges in sports dance education, including a disconnect between academic training and industry needs, inadequate practical instruction, incomplete dual-qualified faculty structures, and insufficient incorporation of local cultural elements. This study adopts a school-enterprise collaborative education model to analyze the current state of Hainan’s sports dance industry and talent cultivation. It identifies existing barriers in school-enterprise cooperation and proposes a talent development framework featuring “shared objectives, co-designed curricula, faculty sharing, joint practice training, and collaborative evaluation.” The paper also outlines implementation pathways and safeguard mechanisms tailored to Hainan’s regional characteristics, providing theoretical references and practical guidance for cultivating applied, interdisciplinary, and internationally competent sports dance professionals.

Keywords: Hainan Free Trade Port; Sports dance; School-enterprise cooperation; Talent cultivation; Industry-education integration

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1. Introduction

Hainan Free Trade Port prioritizes cultural tourism, sports events, and leisure wellness as key industries. Sports dance, with its international appeal, mass appeal, and strong visual impact, has become a vital platform for cultural-tourism integration, public fitness, and international exchanges in Hainan. In recent years, the province has hosted prestigious events like the Pan-Beibu Gulf Sports Dance Open and the Tropical Rainforest Sports Aerobics Dance Grand Prix. With over 100 sports dance training institutions across the province, the growing demand for professionals has raised the bar for expertise, teaching skills, event management, and creative integration of cultural-tourism initiatives.

As the primary training ground for talent development, traditional sports dance education in universities

primarily focuses on theoretical instruction and classroom techniques, with weak practical components, courses disconnected from market demands, and low employment relevance. These shortcomings fail to meet the needs of Hainan Free Trade Port for five types of professionals: competitive performers, educators, event organizers, cultural and tourism creators, and international exchange specialists. As the core model of industry-education integration, university-enterprise collaboration can bridge the gap between academic training and industrial requirements, achieving precise alignment between talent cultivation and industry positions. This approach is the inevitable choice for the high-quality development of sports dance programs in Hainan.

2. Core concepts and theoretical foundations

2.1. Core concepts

Sports Dance Program: This interdisciplinary program integrates sports science, art, education, and management, offering instruction in international standard dance, street dance, and popular ballroom dance. It cultivates applied professionals with competencies in performance, teaching, competition, choreography, and operational management. **Industry-academia collaboration:** Universities partner with sports dance training institutions, event companies, performance groups, and cultural tourism enterprises to develop talent pipelines through joint efforts in curriculum design, practical training, and career placement.

2.2. Theoretical basis

Supported by the theories of industry-education integration, collaborative education, and outcome-based education (OBE), this approach aligns with industry demands and focuses on practical skill development. It bridges the gap between academic education, talent cultivation, industrial chains, and innovation chains, fostering a win-win scenario for schools, enterprises, and students ^[1].

3. Current status of Hainan's sports dance industry and professional talent cultivation

3.1. Development status of sports dance industry in Hainan

The sports industry continues to expand: Driven by national fitness policies, Hainan's sports dance enjoys a broad grassroots following, with diversified sectors including youth training, adult leisure activities, competition performances, and cultural tourism programs. Provincial associations regularly conduct teacher and referee training, grading examinations, and brand event operations, steadily enhancing industry standardization. The free trade port fuels distinctive development: Leveraging free trade port policies and international exchange advantages, sports dance is transitioning toward internationalization, localization, and cultural-tourism integration. The fusion of local ethnic elements like Li and Miao cultures with sports dance choreography has become Hainan's signature cultural hallmark ^[2]. **Talent demand upgrades:** The industry urgently requires versatile professionals with strong technical expertise, outstanding teaching skills, event management proficiency, and dual capabilities in local cultural creation and international exchange. Single-skilled technical talents can no longer meet market demands.

3.2. Current status of talent cultivation in sports dance majors in Hainan universities

The number of educational institutions offering sports dance (international standard dance) programs is steadily increasing, with Haikou University of Economics, Hainan Vocational College of Commerce and Industry, and

Hainan Tropical Ocean University establishing relevant majors or specializations, forming a collaborative training framework between undergraduate and vocational education. Initial explorations in school-enterprise cooperation have been made, with some institutions partnering with provincial performing arts groups, art training institutions, and competition companies to jointly establish training bases, implement dual-mentor systems, and integrate competition and education. For instance, the Nanhai Dance College of Haikou University of Economics has established an industry college with enterprises, while Hainan Vocational College of Commerce and Industry has collaborated with Chengwu Yi on competition-education integration practices ^[3]. However, significant shortcomings remain in talent cultivation: the curriculum system emphasizes technical skills over practical and managerial aspects; the proportion of “dual-qualified” teachers is insufficient, and corporate mentors lack deep involvement in teaching; practical platforms are primarily on-campus, with low participation in real industrial projects; the integration of local culture and international dance in teaching is inadequate, and graduates lack a global perspective.

4. Problems in the talent cultivation of school-enterprise cooperation in Hainan sports dance major

4.1. Superficial collaboration with a lack of long-term mechanisms

Most school-enterprise collaborations remain superficial, limited to superficial arrangements like internship-based signage, short-term lectures, and co-hosting competitions. These partnerships fail to establish a complete closed-loop system encompassing enrollment, training, practice, employment, and feedback. The lack of binding force in cooperation agreements results in low corporate engagement in talent development, while responsibilities, rights, and interests between both parties remain unclear. Universities’ talent cultivation plans lag behind updates, with course offerings failing to align with Hainan’s competitive event operations, cultural tourism performances, education and training, and international exchanges. Practical courses such as event organization, dance instruction, cultural tourism creation, and new media operations are notably absent, leading to poor job fit for students ^[4].

4.2. Lagging development of dual-teacher teams

Most faculty members in schools are graduates of art academies, lacking hands-on industry experience. Corporate mentors, primarily frontline coaches and referees, often lack teaching methodologies and curriculum design skills. The tripartite mechanism of mutual recruitment, training, and evaluation remains underdeveloped. The practical education system is incomplete, with practice mainly limited to classroom drills and campus performances, lacking immersive experiences like real corporate projects, provincial competitions, or cultural tourism performances. Consequently, students struggle to develop stage performance skills, practical teaching abilities, emergency response capabilities, and market operation competencies.

4.3. Insufficient integration of local characteristics and internationalization

The talent cultivation has not integrated the positioning of Hainan Free Trade Port with local cultural elements such as the Li ethnic group, maritime culture, and overseas Chinese heritage, resulting in a lack of regional distinctiveness in sports dance productions. Additionally, there is insufficient introduction of international dance concepts, judging criteria, and exchange programs, leading to weak international competitiveness of the talents ^[5].

5. Construction of talent training mode of school-enterprise cooperation in Hainan sports dance major

Based on the industrial demand of Hainan Free Trade Port, we construct a “Five Coordinated” school-enterprise cooperation talent training model to achieve deep integration of school-local, school-enterprise, and school-cooperation.

5.1. Shared objectives: Aligning training standards with industry needs

The university and industry jointly established a Professional Development Committee, engaging experts from the Provincial Sports Dance Association, performing arts groups, training institutions, and event companies. The committee defined clear training objectives: to cultivate applied and versatile talents who excel in both ethics and skills, are deeply rooted in local culture, and possess an international perspective. These professionals will be capable of engaging in sports dance performance, teaching, competition organization, cultural tourism creation, and operational management. The program also specifies five core competency standards: technical skills, teaching, creation, operations, and communication.

5.2. Co-construction of courses: Integrating industry elements to optimize the curriculum system

The institution implements a four-dimensional curriculum framework comprising foundational courses, core professional courses, industry-academia collaborative courses, and practical training programs. Collaborative courses incorporate industry standards, competition regulations, hands-on teaching practices, cultural tourism production, and new media operations. Local Hainan cultural elements are integrated into creative production courses, with Li ethnic group-specific sports dance performances developed. The curriculum also promotes credential integration, incorporating sports dance instructor certifications, referee certifications, and grading examiner certifications into the credit system.

5.3. Faculty sharing: Building a dual-qualified team through two-way mutual recruitment

The school implements a dual-mentor system combining in-house and corporate mentors. In-house mentors deliver theoretical instruction and foundational technical training while regularly participating in corporate internships and event operations. Corporate mentors (industry champions, veteran coaches, and event directors) provide hands-on training, master classes, and project guidance, with their contributions incorporated into the school’s faculty management and evaluation system. The school and enterprises collaborate on teaching research activities, jointly developing teaching materials and educational resources.

5.4. Collaborative practice: Enhancing competence through diverse platforms

We have established an integrated four-in-one practice system comprising: on-campus training centers, corporate practice bases, competition performance platforms, and cultural tourism residency projects. Students participate in corporate training programs, provincial-level competition officiating and operations, cultural tourism site performances, and local cultural dance choreography. The initiative promotes the integration of learning and performance, combining competition with creative development, using competitions to enhance learning and performances to refine skills, thereby boosting practical competencies.

5.5. Evaluation of concurrent practices: Multidimensional cultivation quality assurance

A collaborative evaluation system integrating process and summative assessments will be established through

school-enterprise partnerships, with evaluation entities including educational institutions, enterprises, and industry associations. The assessment framework will cover professional expertise, practical skills, occupational competence, innovation and entrepreneurship, as well as the ability to integrate local cultural elements. Key evaluation indicators will include internship performance, competition achievements, certification attainment, and employment fit, thereby promoting teaching and learning through evaluation.

6. Implementation paths of talent cultivation in school-enterprise cooperation for Hainan sports dance major

6.1. Enhancing school-enterprise collaboration to establish a sustainable cooperation mechanism

Expand collaborative partners: Partner with Hainan Sports Dance Association, Provincial Performing Arts Group, leading training institutions, event operators, and cultural tourism destinations to establish an industry-education integration consortium, achieving resource sharing, shared responsibilities, and mutual benefits. Strengthen institutional safeguards: Sign in-depth cooperation agreements specifying mutual obligations, funding commitments, talent development, and outcome distribution, while establishing regular communication, evaluation, and incentive mechanisms to boost corporate engagement in talent cultivation. Implement customized training programs: Offer tailored classes and modern apprenticeship programs aligned with corporate needs, providing targeted training for performance, teaching, and operational roles to ensure seamless graduate employment.

6.2. Optimizing the curriculum system to align with industry job requirements

Dynamic curriculum updates: The program annually adapts to emerging industry technologies, regulations, and demands by introducing new courses such as New Media Operations for Sports Dance, Cultural Tourism Project Planning, Local Dance Choreography, and International Dance Exchanges. Project-based teaching reform: Real-world corporate projects, competition challenges, and choreographic requirements are integrated into the curriculum, adopting a “project-as-exam, work-as-output, performance-as-evaluation” approach to enhance students’ practical skills. Cultural integration: By incorporating Li and Miao ethnic dance elements with maritime culture, the school collaborates with enterprises to create distinctive sports dance works for the Free Trade Port, contributing to local cultural dissemination and tourism development.

6.3. Strengthening dual-teacher development to enhance teaching quality

Institutional teacher development: Support teachers in obtaining industry certification (e.g., referee or coach qualifications), internships at enterprises and competition organizers, and participation in industry training programs to enhance practical skills. Corporate mentorship: Engage industry veterans, champions, and operational leaders as adjunct professors and corporate mentors to conduct teaching competency training and standardize instructional processes. Collaborative research: Jointly develop teaching research projects, create course materials, and produce dance works by faculty members from both academia and industry, strengthening the synergy between teaching and research.

6.4. Building a practice platform to enhance students’ practical skills

Enhancing on-campus training quality: Standardized dance studios, competition simulation venues, and new media live-streaming labs are established to meet both foundational training and simulated practice

needs. Off-campus empowerment: Through partnerships with corporate training institutions, competition venues, performing arts theaters, and cultural tourism attractions, stable practice bases are created for students to undertake phased internships and real-world operations. Competition-performance integration: Jointly organizing provincial sports dance competitions, students participate in officiating, operations, and performances. They also engage in Hainan Free Trade Port cultural outreach events, scenic area residency programs, and international exchange activities to accumulate practical experience^[6].

6.5. Cultivating international and local talents based on the characteristics of the Free Trade Port

Introducing international resources: Incorporating global dance pedagogy, masterclasses, and international competition standards to broaden students' global perspectives. Deepening local cultural roots: Integrating Hainan's intangible cultural heritage dances and ethnic elements into teaching and choreography, cultivating talents with both international professional expertise and profound local cultural heritage. Facilitating international exchanges: Leveraging the Free Trade Port's international exchange platform to organize students' participation in Sino-foreign sports dance exchange activities, enhancing their global communication and dissemination capabilities.

6.6. Improving the evaluation system to ensure talent cultivation quality

Establish a four-dimensional evaluation mechanism integrating school assessment, corporate evaluation, industry assessment, and student self-evaluation. Core evaluation indicators include practical skills, professional competence, employment outcomes, and corporate satisfaction. Regular feedback on talent cultivation quality should be conducted to continuously optimize training programs.

7. Guarantee measures of talent cultivation in school-enterprise cooperation for Hainan sports dance major

Leveraging the policies of Hainan Free Trade Port in education, culture and tourism, and sports industry, we will strive to secure special funds for school-enterprise cooperation and industry-education integration, encourage institutions to collaborate with enterprises in talent cultivation, and incorporate the outcomes of school-enterprise cooperation into professional evaluations and institutional assessments.

A joint leadership team for school-enterprise collaboration will be established, comprising university administrators, corporate executives, and industry experts. This team will oversee collaborative planning, project implementation, resource allocation, and performance evaluation to ensure effective execution of all initiatives. The university will allocate a dedicated fund for school-enterprise cooperation, covering practical training base development, dual-qualified teacher training, curriculum design, and competition organization. Enterprises will contribute practical equipment, mentor allowances, and internship subsidies, creating a diversified funding mechanism. A supervision and feedback system will be implemented to regularly assess collaboration outcomes, talent development quality, and student internship/employment outcomes, promptly addressing issues to ensure sustainable and stable progress of the partnership.

8. Conclusion and outlook

The school-enterprise collaboration in Hainan's sports dance education serves as a pivotal pathway to address

talent cultivation challenges while aligning with the Free Trade Port’s industrial demands. Despite the booming talent demand in Hainan’s sports dance sector, existing issues—including disconnection between academic training and industry needs, superficial partnerships, insufficient dual-qualified instructors, lack of practical experience, and inadequate integration of local characteristics—remain prominent. By implementing the “Five-Shared Synergy” training model, which focuses on six dimensions (mechanisms, curricula, faculty, practice, evaluation, and distinctive features), we can achieve precise alignment between talent development and industrial requirements. This approach enhances students’ practical competencies and employment outcomes, thereby driving the growth of Hainan’s cultural, tourism, and sports industries.

As Hainan Free Trade Port advances, the sports dance industry will undergo a transformation toward internationalization, digitalization, and cultural-tourism integration. Professional school-enterprise collaboration in sports dance will deepen, progressing toward digital teaching, international collaborative education, local cultural innovation, and full industrial chain integration. This will cultivate more high-quality applied talents, injecting new momentum into building Hainan Free Trade Port into a culturally and sports-strong province.

Disclosure statement

The author declares no conflict of interest.

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