

Original Paper

Research on the Innovative Training Model of Innovative and Entrepreneurial Sports Talents in Colleges and Universities from the Perspective of Industry Education Integration

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Abstract

From the perspective of industry education integration, universities are accelerating the cultivation of innovative and entrepreneurial sports talents, which can not only meet the practical needs of the development of the sports industry in the new era, but also promote the comprehensive development of students and enhance their employment competitiveness. The article elaborates on the value and implications of cultivating innovative and entrepreneurial sports talents in universities, analyzes the innovation difficulties of the training mode of innovative and entrepreneurial sports talents in universities from the perspective of industry education integration, and explores the innovation strategies of the training mode of innovative and entrepreneurial sports talents in universities from the dimensions of constructing a modular curriculum system, building a real scene training platform for the sports industry, constructing a diversified scene incubation support system for sports industry entrepreneurship, and building a deep collaboration mechanism between schools and enterprises. The aim is to provide useful references for the innovation of the training mode of innovative and entrepreneurial sports talents in universities from the perspective of industry education integration.

Keywords

integration of industry and education, Universities, Cultivation of innovative and entrepreneurial sports talents

Introduction

The “Outline Plan for Building a Strong Educational Country (2024-2035)” explicitly recommends that enterprises participate in or organize vocational education and promote the collaboration between schools and enterprises in educational management, teaching individuals and occupation. This measure

emphasizes the importance of combining industry with education, and also offers ideas for colleges and universities to develop innovative and entrepreneurial sports talents. The amalgamation of industry and education is a significant aspect of higher education reform. Meanwhile, based on the relevant data from the State Sports General Administration, the total scale of our country's sports industry will be 5.12 trillion yuan in 2025., which indicates that the sports industry has become a significant new impetus for national economic development. Due to the rapid advancement of the sports industry, new forms such as e-sports, intelligent fitness, and sports technology are rapidly emerging, and the demand for compound talents with both professional sports capabilities and innovative and entrepreneurial literacy is even more urgent. Under this circumstance, the traditional sports talent training model has become increasingly difficult to meet the actual needs of the development of the sports industry, and the innovative education model has become an inevitable trend. This paper explores innovative strategies for the training model of innovative and entrepreneurial sports talents in colleges and universities under the integration of industry and education from multiple perspectives, hoping to provide theoretical reference and practical paths for solving the mismatch between supply and demand of sports talents.

1. The Value and Significance of Cultivating Innovative and Entrepreneurial Sports Talents in Universities

It is of great significance for colleges and universities to cultivate innovative and entrepreneurial sports talents, that is, to meet the actual needs of the development of the sports industry in the new era, promote students to achieve all-round development, and enhance their employment competitiveness [1]. On the one hand, the present growth of the sports industry is still increasing, and new types of businesses like e-sports, intelligent fitness, sports technology and event operations keep appearing frequently, the need for sports talents with entrepreneurial and innovative abilities is increasing gradually. To this end, colleges and universities actively cultivate talents with both sports professional skills and innovative and entrepreneurial qualities. This is a key talent supply strategy to cope with the sports industry's transition from scale expansion to quality improvement, and can add new impetus to the development of new industrial formats. On the other hand, colleges and universities organize students to conduct practical project drills and market research, which is conducive to training their communication and collaboration skills, improving students' data analysis literacy, and can also encourage them to integrate sports professional knowledge with innovation and entrepreneurship course knowledge, thereby broadening students' thinking vision, cultivate their sports professional skills and entrepreneurship literacy, and promote students' all-round development. Moreover, from the perspective of integration of industry and education, universities and enterprises can deepen cooperation. By expanding entrepreneurship and innovation practice scenarios and embedding real projects in the sports industry, it can effectively cultivate students' innovative and entrepreneurial thinking, help them better adapt to the workplace environment, and cultivate students' careers.

Adaptability and self-blood-making ability give them the initiative to transform and upgrade when faced with industry fluctuations and improve students 'employment competitiveness^[2].

2. Innovation Dilemma in the Cultivation Mode of Innovative and Entrepreneurial Sports Talents in Universities from the Perspective of the Integration of Industry and Education

2.1 Lack of Integration between Physical Education Courses and Entrepreneurship Courses

The curriculum of sports major focuses on sports technology, sports physiology, physical education, etc., emphasizing the cultivation of students' professional knowledge and skills; The content of entrepreneurship courses mainly includes general entrepreneurial knowledge such as writing business plans, market analysis, and financial management, but the integration between the two is insufficient. On the one hand, some universities have not yet established integrated courses of "sports+entrepreneurship", and entrepreneurship education mostly exists independently in the form of general elective courses, lacking effective connection with physical education courses, resulting in a lack of entrepreneurship literacy among the trained talents, which cannot meet the actual needs of the current development of new sports industry formats for talents. On the other hand, although some colleges and universities try to integrate innovation and entrepreneurship education content into the teaching of physical education courses, most of the content integration only stays in a relatively simple collage. For example, the entrepreneurial content involved in physical education courses is usually based on cases. It is demonstrated by the introduction method and lacks systematic business logic training. There are occasionally sports industry cases in the double innovation courses, but most of them focus on traditional fitness, event organization and other fields, lacking content on emerging business formats such as sports technology, e-sports, and sports IP operations.

2.2 Insufficient Embedding of Real Sports Industry Projects and Unsmooth Skill Conversion Channels

The key point of the integration of industry and education is to integrate real industrial projects into the teaching process, so that the teaching content can further meet the needs of industrial development. However, as far as the current actual situation is concerned, while cultivating innovative and entrepreneurial sports talents, some colleges and universities still face the problem of insufficient embedding of real projects in the sports industry. The specific situation is as follows: First, there is a significant disconnect between the teaching practice content and the actual operating scenarios of the sports industry, and the actual projects of the sports industry are not embedded enough. This makes the practical skills mastered by students not match the needs of industrial development. Professional qualities such as sports skills mastered by students during school, event organization capabilities lack a clear path to transform them into commercial value. Second, the problem of information asymmetry between universities and sports companies is quite significant. It is difficult for the real needs of enterprises to be accurately transmitted to the teaching end. Moreover, students 'project plans appear hollow due to the lack of market verification, resulting in students' professional skills being transferred to the industry. The channel for the transformation of industrial capabilities is not smooth enough, and

there is a mismatch between talent training and the needs of the sports industry.

2.3 Sports Innovation and Entrepreneurship Practice Scenarios Are Relatively Single, with Insufficient Coverage of Diverse Industry Forms

At present, most of the sports entrepreneurship and innovation practice scenarios in some colleges and universities focus on traditional business formats such as sports event planning, fitness club operations, and the establishment of sports training institutions. They cover emerging industrial forms such as sports technology, sports media, e-sports, sports health care, and smart wear. It is obviously not enough. This single practical scenario limits students' industrial cognitive vision to a certain extent, and their entrepreneurial thinking is also limited to traditional service fields, hindering the cultivation of students' innovative thinking. There are also some colleges and universities that only cooperate with a small number of sporting goods companies or fitness institutions in most cases, and lack coordination with multiple entities such as sports data companies, sports MCN institutions, and sports rehabilitation centers. The insufficient coverage of multi-dimensional industrial forms causes the practical effect of sports entrepreneurship to deviate from the needs of industrial development, affecting the cultivation of innovative and entrepreneurial sports talents.

2.4 School Enterprise Cooperation Remains at a Shallow Level of Linkage, such as Event Sponsorship

From the current situation, the cooperation between some universities and sports enterprises is mostly limited to shallow interactive forms such as event naming sponsorship, athlete internship reception, and lecture invitations, and a long-term mechanism for collaborative education has not yet been established between the two. On the one hand, in school enterprise cooperation, enterprises mainly provide funding, venues and other resource support to schools, but fail to effectively participate in core processes such as curriculum co construction and textbook development, especially lacking support for the continuous incubation of student innovation projects; However, some universities have failed to provide targeted technical services or customized talents to enterprises in a timely manner, and the problem of shallow cooperation between the two parties is more prominent. On the other hand, there is a lack of effective benefit distribution mechanisms and institutionalized agreement guarantees in school enterprise cooperation, resulting in insufficient continuity and stability of cooperation between both parties, which has a negative impact on the cultivation of innovative and entrepreneurial sports talents.

3. Innovative Strategies for Cultivating Innovative and Entrepreneurial Sports Talents in Universities from the Perspective of the Integration of Industry and Education

3.1 Building a Modular Curriculum System that Integrates Sports Majors with Practical Entrepreneurship and Innovation

In the innovation process of cultivating innovative and entrepreneurial sports talents in colleges and universities, optimizing the curriculum model is a crucial link. Colleges and universities need to deeply explore the reasons for the lack of integration of physical education courses and entrepreneurship courses, take targeted measures based on the problems, and establish a modular curriculum model that

integrates physical education majors and entrepreneurship and entrepreneurship practical operations, so as to ensure that the course content can accurately match the actual needs of the development of new business formats in the sports industry.

First, colleges and universities integrate innovation and entrepreneurship content into core courses such as sports training, sports event management, and social sports guidance, so that professional content can be combined with practical practice of entrepreneurship and innovation, so that students can learn professional knowledge and exercise innovative and entrepreneurial skills in practical links. For example, in the sports event management course, colleges and universities can allow students to team up to plan a commercial sports event with reference to real event scenarios such as Nanchang local marathons and community sports meetings. This activity covers key links such as determining the positioning of the event, formulating investment plans, predicting risks and establishing risk plans, and financial calculations. Colleges and universities can also add a “sports skills productization” training module to sports training courses to encourage students to transform their special sports skills into teaching products or training course packages based on their own knowledge. This not only helps students consolidate the sports knowledge and skills they have learned, but also exercises their innovative and entrepreneurial thinking (Feng & Huang, 2025).

Second, universities select real projects from cooperative enterprises as important teaching materials, and offer interdisciplinary elective courses such as sports technology application, sports new media operation, sports IP incubation, sports health care and entrepreneurship. Each course is taught jointly by corporate tutors and on-campus teachers. The main responsibilities of corporate tutors include transforming real projects into teaching cases and guiding students in practical operations; the main responsibilities of school teachers are to sort out knowledge models, help students find knowledge loopholes and supplement and improve them. In this process, students can more efficiently understand core points such as new media operations, IP incubation, product development and design in the sports industry, and promote them to transform their sports professional skills into products with promotion value or feasible implementation plan to cultivate students’ dual innovation literacy.

3.2 Project Driven Construction of a Real Scene Training Platform for the Sports Industry

To cultivate innovative and entrepreneurial sports talents, the focus is on practical teaching. Colleges and universities should deepen the integration of industry and education, guided by the actual needs of the development of new sports industry formats, and with cutting-edge knowledge and technology in various fields as the key lever, build a real scenario training platform for the sports industry, embed real project cases of enterprises into practical teaching, so that students can understand the real scenario operation process of the sports industry in project practice, exercise their professional adaptability and sports innovation practice ability.

First, universities take the initiative to establish cooperative relationships with local sports event operation companies, sports technology enterprises, fitness chain brands, and other enterprises. Then, through online meetings, they collect and organize key information such as sports event operation

processes, intelligent fitness center operation processes, job competency requirements, and the development trends of new sports industry formats. On this basis, universities collaborate with enterprises to build sports industry real scene training centers on campus or in industrial parks. At the training center, students can not only fully experience the entire process of sports event operation, understand the process and elements of sports event operation, but also learn how to collect sports data and develop personalized training plans in the intelligent fitness area, achieving the goal of “classroom as workplace, training as on-the-job”.

Second, universities can regularly carry out online exchange activities with cooperative companies, during which they will collect and collate a series of real business projects, such as community sports event planning, sports brand new media promotion plans, youth physical fitness course package development, etc. After that. Universities can combine the teaching content of physical education courses to integrate these real projects into the practical teaching process, and encourage students to practice projects around the project theme and in accordance with the process of “project bidding, student bidding, team execution, enterprise acceptance and delivery”. In this process, corporate tutors need to fully guide students, such as reminding students to pay attention to details, providing professional technical guidance, assisting students in solving key technical problems, sharing their own project practical experience, etc., and must carefully observe and record students in practice. Performance, use this as an important basis for subsequent evaluation. At the same time, corporate tutors need to evaluate students ‘project practice results, and then deliver them directly to enterprises for use or enter market testing. Excellent projects can receive financial support from enterprises, which can allow students to grow into sports talents with entrepreneurial ability and good at actual combat in real project practice (Xiao and Wei Research on the Training Model of Innovative and Entrepreneurial Sports Talents in Vocational Colleges, 2025).

3.3 Building a Diversified Sports Industry Entrepreneurship Incubation Support System

Building a diversified sports industry entrepreneurship incubation support system is an important means to deepen the integration of sports professional skills training and entrepreneurship literacy cultivation, and can better cultivate composite talents who possess both sports professional skills and innovative entrepreneurial thinking.

One is that universities should make full use of existing venue resources, such as creating sports maker spaces in existing venues such as university science parks and co creation spaces, setting up multiple functional zones, and encouraging student teams to independently choose functional zones such as event operation studios, sports technology research and development zones, and sports and wellness experience halls for sports industry entrepreneurship practice according to their own wishes and preferences. At the same time, universities set up dedicated stations, with investment institutions and on campus entrepreneurship mentor teams stationed, and regularly evaluate students’ sports industry entrepreneurship practice projects. Projects that pass the evaluation can receive funding support and directly connect with cooperative enterprises, accelerating the incubation of project results.

The second is for universities to collaborate with enterprises to establish off campus sports entrepreneurship accelerators in industrial parks, and to put mature projects incubated on campus into the real market. The student team will further identify the key elements that urgently need to be optimized and adjusted in the project based on market verification results, and then submit the adjusted and optimized project to the real market for verification, summarize practical experience, and enhance students' innovation and entrepreneurship abilities and sports professional skills.

3.4 Building a Deep Collaboration Mechanism between Schools and Enterprises to Cultivate Innovative Sports Talents

In response to the shallow linkage issues of school enterprise cooperation, such as event sponsorship, universities also need to expand the scope of cooperation with enterprises, deeply involve enterprises in the talent cultivation process, and collaborate to cultivate innovative sports talents.

One is for universities and several leading sports industry enterprises to establish a "Sports Industry Talent Training Joint Council", which will hold offline joint meetings on a quarterly basis. During the meeting, schools and enterprises discussed the achievements of cultivating innovative sports talents, the progress of school enterprise cooperation, the current difficulties encountered in cultivating innovative sports talents, and how to solve the problems of educating talents. At the same time, they jointly approved the talent training plan, curriculum standards, and practical assessment indicators for innovation and entrepreneurship in the next stage, in order to increase enterprise participation. At the same time, universities invite managers or technical backbones from cooperative enterprises to serve as industry professors, allowing them to participate in various aspects of the cultivation of innovative sports talents, such as optimizing the design of sports innovation courses and evaluating students' sports innovation projects. From theory to practice, we are committed to integrating the real needs of enterprises into all aspects of talent cultivation (Liu & Ma, 2023).

The second is for universities to establish specialized entrepreneurship and innovation order classes around emerging fields such as sports event operation, sports technology, and sports health. After the formation of the class, the enterprise mentor strictly follows the current talent training standards and norms of the enterprise, guided by the ability requirements of emerging fields and the practical needs of sports industry development, and participates in the selection, training, and assessment of talents throughout the process. It is worth noting that students in the double innovation order class can directly enter cooperative enterprises for on-the-job internships or obtain entrepreneurial support from enterprises after passing the assessment, achieving precise education.

Conclusion

In summary, from the perspective of integrating industry and education, accelerating the cultivation of innovative and entrepreneurial sports talents in universities is an important lever to meet the practical needs of the development of the sports industry and promote the comprehensive development of students. This article systematically reviews the current innovation dilemma of innovative and

entrepreneurial sports talent cultivation models in universities, explores innovative strategies for talent cultivation models from multiple perspectives, and further assists universities in breaking through the dilemma of innovative and entrepreneurial sports talent cultivation. With the gradual transformation and development of the sports industry towards digitalization and intelligence, universities can continue to explore new models of talent cultivation under new formats such as sports technology, e-sports, and intelligent fitness, accelerate the cultivation of innovative talents that meet the current development needs of the sports industry, and contribute to the construction of a strong sports country.

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