

Research on the Core Connotation and Practical Path of Integrating the "Three-Creation Spirit" into Talent Cultivation in Higher Vocational Sports Colleges

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ABSTRACT

Based on the context of talent cultivation in higher vocational sports colleges in the new era, this paper systematically elaborates on the core connotation, practical pathways, and educational models surrounding the deep integration of the "spirit of innovation, creation, and entrepreneurship" (the "three-creation spirit"). Amid China's ongoing digital transformation and comprehensive upgrading of vocational education, vocational colleges should aim to promote high-quality development by integrating the "three-creation spirit" throughout the entire process of cultivating sports professionals. Grounded in the goal of shaping the distinctive characteristics of vocational education, this approach supports the upgrading of the sports industry and contributes to Chinese-style modernization. The study analyzes the essential meaning of incorporating the "three-creation spirit" into talent cultivation from three dimensions: policy-driven initiatives, systemic transmission mechanisms, and skill-based advancement. It proposes a practice-oriented path guided by "distinctive leadership" and "quality-first" principles. This paper demonstrates the systematic nature and feasibility of integrating the "three-creation spirit" into talent development at vocational sports colleges, exploring a model that embeds this spirit throughout the moral and technical education process. The findings offer theoretical references and practical guidance for reforming sports vocational education and enhancing the supply of high-quality talents.

KEYWORDS

Three-creation spirit; Vocational sports colleges; Talent cultivation; Core connotation; Practical path

1 Introduction

Standing at the starting point of China's new journey toward modernization, it is crucial to deeply understand the mission of vocational education in the new era. As the sports market advances its optimization and upgrading, there is an urgent need to orient development toward "new quality productivity," construct talent systems that meet contemporary demands, establish mechanisms for industry-education integration in the sports sector, improve the sports education system, and cultivate "new-type talents" aligned with the needs of the sports economy—providing strong sports service support for Chinese-style modernization.

2 Core Principles of Integrating the "Three-Creation Spirit" into Talent Cultivation in Vocational Sports Colleges

2.1 Policy-Driven: Striving to Build a Vocational Education Powerhouse for Innovative Talent in the New Era

With the deep development of emerging digital technologies such as artificial intelligence and big data, teaching environments, conditions, and models are undergoing fundamental transformations ^[1]. As the form of education most closely linked to economic and social development, vocational education is currently transitioning strategically from scale expansion to quality enhancement. The release of the National Vocational Education Reform Implementation Plan in 2019 marked a milestone, affirming that vocational education holds equal importance to general education as two distinct types of education, providing policy guidance for deep reforms in higher vocational education. The promulgation of the Vocational Education Law of the People's Republic of China in 2022 established the institutional framework of industry-education integration and school-enterprise cooperation at the legal level, offering solid jurisprudential support for cultivating sports professionals. At the end of 2022, the General Office of the CPC Central Committee and the State Council issued the Opinions on Deepening the Modern Vocational Education System Reform, further clarifying the construction strategy of "one body, two wings, five key points," elevating the symbiotic relationship between vocational education and industrial upgrading to a new strategic height. In 2025, the Guiding Opinions on High-Quality Development of the Sports Industry explicitly pointed out that sports vocational education should closely align with the goals of building a sports powerhouse, be oriented toward industry demands, deepen institutional and mechanistic reforms, innovate sports talent evaluation mechanisms, and accelerate the establishment of systems conducive to talent growth, employment, incentives, and competition, thereby promoting high-quality development of sports talents. To overcome systemic bottlenecks hindering high-quality vocational education, regulatory, guiding, and incentive policies must work in synergy, breaking through challenges in policy evolution, implementation, and cognitive reconstruction ^[2]. From the perspective of policy evolution, under strengthened policy orientation, the construction of a vocational education power has gradually formed a systematic strategic layout. From the perspective of policy practice, policy-driven

measures serve as a powerful guarantee for improving vocational education quality. Continuously advancing the professionalization of sports, combined with policy empowerment, promotes the emergence of an innovative landscape characterized by "one model, one system, one mechanism." Specifically: Construct a new collaborative education model of "government-industry-institution-school": leverage policy guidance to promote the development model of "vocational sports college + sports industry cluster," creating demonstration effects with radiating influence.

Promote a new dual-subject education system: under government coordination, integrate enterprise staffing needs, advance dual educational objectives between enterprises and institutions, achieving precise alignment between talent cultivation systems and job competency requirements. Establish a dynamic adjustment mechanism: adapt to opportunities presented by policy orientation, optimize professional structures, and expand or add programs that meet the needs of the new era. Thus, the core logic of policy-driven integration manifests in three dimensions: First, reshaping value orientation by establishing the "three-creation spirit" as a core literacy in sports talent cultivation, transcending the limitations of traditional skills training and broadening graduates' employment channels. Second, meeting structural optimization needs by leveraging the integration of "posts, courses, competitions, and certifications" to resolve structural mismatches between talent supply and industrial upgrading, exploring new pathways for talent development. Third, fulfilling skill transition demands by empowering teaching reforms through digital transformation, adapting to emerging trends such as intelligent sports and digital sports in the new era.

2.2 System Transmission: Effectively Empowering Talent Cultivation Models Responsive to Contemporary Sports Professional Needs

Under the backdrop of Chinese-style modernization, talent cultivation systems in higher vocational sports colleges urgently require a dynamically adaptive transmission mechanism. Human beings, technology, and society constitute an ecological, interactive, and nested relationship within vocational education ^[3]. With the "three-creation spirit" as its core, the transmission mechanism emphasizes systemic, collaborative, and innovative educational elements, unleashing the empowering value of this spirit and generating a chain reaction of "demand transmission – resource integration – capability formation," achieving structural alignment between talent supply and sports industry demand.

The talent cultivation model responsive to contemporary sports needs hinges on coupling and traction, relying on the development orientation of "new quality productivity" to build a three-tiered value system under the guidance of the "three-creation spirit":

Coupling Function: The "three-creation spirit" serves as the core driving force in strengthening talent cultivation in vocational sports colleges. Its essence lies in breaking free from the constraints of traditional education models—using creative education to stimulate students' subjectivity, innovative education to enhance professional competencies and interdisciplinary integration literacy, and entrepreneurial education to foster market adaptability.

Traction Function: Industry-education integration is the central link in system operation, serving as the key force connecting talent cultivation in vocational sports colleges with real-world market demands. This "traction function" is particularly evident at the supply-demand level. Vocational sports colleges actively engage in deep collaboration with industry entities such as sports enterprises and clubs, constructing a comprehensive, multi-layered cooperative model of "school-enterprise linkage and collaborative education," effectively aligning talent cultivation with enterprise needs.

Push-Pull Mechanism: Guided by system dynamics, this forms a time-effective and outcome-effective talent cultivation model for the new era, enabling bidirectional interaction between coupling and traction functions. It optimizes the allocation of diverse educational resources and fully integrates the "three-creation spirit" into every aspect of talent cultivation. By strengthening cooperation with industry enterprises—jointly developing curricula and building training bases—it achieves effective connectivity among education chains, talent chains, industrial chains, and innovation chains, supplying the sports industry with more high-quality technical and skilled talents imbued with the "three-creation spirit."

2.3 Skill Advancement: Cultivating High-Quality, High-Skill, and High-Technology Sports Professionals

With rapid socioeconomic development and continuous upgrading of the sports industry, integrating innovation and entrepreneurship education throughout the entire talent cultivation process is vital for comprehensively improving education quality ^[4]. Higher vocational sports colleges lead talent development with the "three-creation spirit," focusing on cultivating sports professionals who excel in quality, skill, and technology. They emphasize practical teaching, integrating technical application with innovation capabilities.

First, the demand for sports professionals centers on the comprehensive improvement of technical application, digital innovation, and occupational competence. Greater emphasis is placed on students' ability to apply and transform sports knowledge and skills in practice, accumulating hands-on experience in solving complex problems in authentic scenarios. The core element of technical application capacity lies in constructing an integrated practice system of "teaching, learning, practicing, and competing," combining systematic instruction with training internships to solidify talent's skill reserves. Professional structure reflects the diversified demands of educational development and represents the interactive relationship between program offerings and market needs ^[5]. Vocational sports colleges pay close attention to aligning professional skills with internship positions, breaking down barriers between teaching and practice, emphasizing

contextualized and project-based instruction to achieve "learning-by-doing."

For example, some vocational sports colleges follow cutting-edge developments in the sports industry by launching interdisciplinary majors such as sports rehabilitation, intelligent sports equipment manufacturing, and sports data analytics, ensuring deep integration between curriculum content and industry needs, thus enhancing students' technical application abilities in real working environments.

Second, they build modular and progressive training systems, helping students master advanced skills such as digital training analysis, smart device operation, and physical performance data management within real projects. Leveraging jointly built industry colleges and technology R&D centers with enterprises, they transform real technical challenges into student innovation topics, enhancing problem-solving capabilities.

Third, technological drive is the core engine for high-quality development of sports professionals. These talents must possess interdisciplinary knowledge integration and technological sensitivity, actively adapting to the deep applications of AI, big data, IoT, and other new technologies in the sports field. Emphasis is placed on cultivating specialists who are both "specialized" and "excellent," encouraging them to participate in frontier areas such as event operations, intelligent training system development, athletic performance data analysis, and virtual reality simulation of competitions. Vocational sports colleges precisely respond to the new demands of technology-empowered sports, promoting the development of talents toward being "expert in one area, capable in many."

3 Practical Pathways for Integrating the "Three-Creation Spirit" into Talent Cultivation in Vocational Sports Colleges

3.1 Distinctive Leadership: Incorporating "Three-Creation" Qualities into the Top-Level Design of Vocational Sports Colleges

Integrate "three-creation" educational goals deeply into institutional development strategies and governance mechanisms, building a systematic support framework spanning the entire talent cultivation chain. Establish a long-term, comprehensive talent cultivation system that embeds the "three-creation spirit" throughout the entire process of vocational sports education. Highlight the optimization of teaching scenarios infused with the "three-creation" spirit, which serve as key carriers for achieving the integration of theory and practice in vocational education^[6]. Around the new-era talent development goals, optimize the layout of professional structures, strengthen three-dimensional pathways of interdisciplinary collaborative education, highlight the adaptability and inclusiveness of professionals, and promote deep integration between curriculum content and "three-creation" capability development—constructing a leading top-level design for talent cultivation in vocational sports colleges.

First, the new-era talent development goal centers on cultivating high-quality applied sports professionals equipped with innovative thinking, creativity, and entrepreneurial spirit, clearly identifying the cultivation of "three-creation" qualities as a critical component in top-level planning. Implement institutional safeguards such as "three-creation" education course management systems, overall development plans for vocational sports colleges, and special funding mechanisms to ensure that "three-creation" education has institutional backing, resource support, and actionable paths.

For instance, Xinjiang Sports Vocational College implements a combination of "staged teaching" and "tiered management," constructing a talent cultivation model centered on the "three-creation" spirit, ensuring that innovation and entrepreneurship education runs through every stage of student development. The college has developed a "three-creation"-oriented talent cultivation plan for leisure sports students, defining clear capability development goals across stages and implementing a three-phase progressive model: "basic literacy → specialized enhancement → comprehensive practice." Each phase fully integrates the "three-creation spirit," emphasizing practical training in real projects.

Second, optimize the professional structure of vocational sports colleges, adapting to new trends in sports industry development, treating the cultivation of "three-creation" qualities as a core element in institutional top-level design. Graduates must possess comprehensive literacy and practical skills matching new forms, formats, and fields within the sports industry. With the rapid rise of emerging sectors such as fitness and recreation, sports training, event operations, and smart equipment applications, vocational colleges should seize opportunities presented by "new quality productivity," prioritizing the cultivation of professionals suited to these domains. Therefore, colleges should dynamically adjust their program offerings, adding interdisciplinary directions such as sports technology, intelligent sports equipment, and digital sports marketing, strengthening the integrated development of "three-creation" abilities and technical expertise.

For example, the Leisure Sports major at Xinjiang Vocational and Technical College of Sports offers courses such as orienteering event management and operation, outdoor activity planning and organization, and sports tourism product design. These are deeply integrated with advanced technological methods like intelligence, digitization, and science, forming a new model of program setting based on the "three-creation" concept, achieving precise alignment between academic construction and industrial demand. Finally, strengthen interdisciplinary collaborative education mechanisms by building a multidisciplinary "Sports+" teaching platform, embedding "three-creation" quality cultivation as an essential part of institutional development. Interdisciplinary collaboration is central to top-level design. Xinjiang Sports Vocational College integrates resources from disciplines such as sports science, management, and information technology to build a

collaborative teaching platform focused on "shared courses, joint research projects, and co-created outcomes," cultivating students' innovative thinking and practical abilities in interdisciplinary contexts.

3.2 Quality First: Embedding "Three-Creation" Qualities into the Teaching Process of Sports Majors

"Three-creation" education aims to meet the new demands placed on talent cultivation by national economic transformation. However, rapid development has also led to issues such as weak initiative awareness and superficial activities^[7]. There is an urgent need to prioritize quality and deeply embed "three-creation" quality cultivation throughout the entire teaching process for sports majors. Strengthen the deep integration of "three-creation" education with professional sports courses, enrich the curriculum system, and build an integrated teaching model of "theory + practice + innovation." Guide curriculum design with the "three-creation" philosophy and implement a three-stage progressive teaching model—"popularization of course projects, rigor in project practice, flexibility in practical innovation"—under the "three-creation + three-pathways" concept, effectively enriching the cultivation of "three-creation" qualities within the teaching process.

First, popularize course projects to consolidate students' foundational abilities and expand the application of "three-creation" concepts across all professional courses. Integrate innovative thinking, entrepreneurial awareness, and creative capabilities into course objectives and assessment systems. In curriculum design at Xinjiang Vocational and Technical College of Sports, full consideration is given to students' cognitive characteristics and interests in sports-related learning. Diverse teaching methods such as blended online-offline instruction, simulated teaching scenarios, case-based sports pedagogy, and task-driven approaches are adopted to create a student-centered interactive classroom ecosystem, stimulating learners' initiative and creativity.

Second, align rigorous project practice with comprehensive application abilities, closely linking primary teaching formats with foundational enterprise talent requirements. Introduce high-quality projects—such as bringing enterprises into textbooks, classrooms, and campuses—as teaching vehicles to build a practice-teaching system balancing quantity and quality. Schools and enterprises jointly develop training projects, integrating real industrial scenarios into the entire curriculum process. In sports event execution and management, foundational instruction is deeply integrated with hands-on training. Through simulating event operations, venue management, personnel scheduling, and other processes, students enhance their comprehensive practical competencies in event organization, adaptability, and teamwork. Additionally, using digital platforms for data analysis and post-event reviews strengthens students' adaptation to intelligent trends in modern sports industries^[8].

Third, promote flexible practical innovation to support individualized student development. Encourage participation in innovation and entrepreneurship competitions, sports event execution, sports project operations, and incubation of sports tech projects. Guide students to hone their innovative thinking and entrepreneurial skills in real-world settings. Furthermore, encourage students to leverage their sports expertise to identify opportunities in emerging sports industries, proactively generate creative ideas, and use tools such as virtual simulation and big data analytics to participate in high-level events like the "Innovation and Entrepreneurship Competition" and the "Internet+" College Students Innovation and Entrepreneurship Competition, transforming ideas into actionable project proposals.

From the perspective of knowledge construction, "three-creation" education is a subtle, seed-like educational process that should permeate the entire talent cultivation journey^[9]. Guided by the "three-creation" educational philosophy and adapting to industrial transformation and upgrading in vocational sports colleges, the focus remains on cultivating high-quality, high-skill, high-technology sports professionals. Deepen industry-education integration and school-enterprise collaborative education mechanisms. Throughout the talent cultivation process, emphasize precise alignment between skill training and industrial needs, effective integration between skill training and job competency standards, and dynamic matching between talent cultivation systems and industrial job requirements. Systematically construct a "post-course-competition-certification" integrated curriculum system for sports majors, forming a collaborative cultivation model for innovative, creative, and entrepreneurial talents aligned with industry needs. Innovative talents in sports must keep pace with future industry trends, analyze technological innovation directions, and carry out "integration of discipline and program construction" to achieve coordinated knowledge and application^[10], especially in areas such as digitalized sports industries, intelligent sports equipment, human movement data analysis, and scientific physical training—to cultivate core skills demanded by the industry.

Creative composite talents must possess interdisciplinary perspectives and comprehensive practical abilities, emphasizing deep integration between sports and fields such as management, technology, and cultural tourism. They should be trained to solve real-world problems in complex industrial environments, forming complete knowledge systems, rigorous scientific thinking, and strong self-learning capabilities—enabling them not only to master core sports knowledge but also to navigate the logic of multidisciplinary development within the "sports+" ecosystem, accurately identifying needs, efficiently integrating resources, and designing systematic solutions^[10].

Through jointly built training bases and industry-academia cooperation projects, students engage in multidimensional practices such as sports event planning, operational execution, smart device application, and data analysis—enhancing

their job readiness and innovative adaptability. Entrepreneurial elite talents are market-oriented, emphasizing the cultivation of business model design, project incubation, and capital operation capabilities. Teaching models such as "studio-based" and "project-driven" approaches guide students to form teams and undertake real industrial projects, promoting the transformation and industrialization of sports technological achievements. Leveraging regional industrial ecosystems, a full-chain cultivation pathway of "courses – training – competitions – incubation" is established, integrating real projects into teaching to strengthen students' combat-ready skills. Real cases from sports tech companies are introduced to guide student exploration in frontier areas such as intelligent fitness system development, sports rehabilitation device applications, and digital sports platform construction. Combined with sports and cultural-tourism resources along the Belt and Road, cross-border sports service project design and operational training broaden students' international horizons and sharpen their market sensitivity.

Continuously optimize dynamic evaluation mechanisms by incorporating industry standards and enterprise feedback, achieving a two-way closed loop between talent cultivation quality and industrial development needs^[11].

4 Conclusion

Vocational education bears the important responsibilities of nurturing diverse talents, transmitting technical skills, and promoting employment and entrepreneurship. Under the background of the innovation-driven development strategy, higher vocational sports colleges must proactively adapt to industrial changes, taking the thread of "creative thinking – innovative ability – entrepreneurial practice," deepening industry-education collaborative education mechanisms. In the pursuit of integrated "industry-university-research" development, they should continuously explore effective pathways for sports talent development, tightly align program offerings with industrial chains, and build interdisciplinary, cross-domain collaborative innovation platforms. Cultivating high-quality technical and skilled talents embodying the "trinity" of creativity, innovation, and entrepreneurship will achieve organic integration among education chains, talent chains, and industrial chains^[12].

Funding

Research Project of Bashu Sports Culture Research Base, General Administration of Sport of China (2024): Study on Brand Building of Orienteering Competitions in the Chengdu-Chongqing Economic Circle under the Context of Cultural-Tourism Integration (NO: 24BSD20); Institutional Research Project of Xinjiang Institute of Engineering: Pathway Research on Physical Education for Forging a Strong Sense of Community for the Chinese Nation (NO: 2024xgy272605); 2025 Educational Research and Reform Project of Xinjiang Institute of Engineering: Curriculum Ideology and Politics Construction of College Physical Education Course "Orienteering" (NO: XJGCJGC202531)

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