

SWOT analysis of sports talents training in school physical education curriculum in China

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Abstract

Excellent sports talents have become the great needs of the sustainable development of competitive sports. In this process, sports talent training also plays an important role in promoting the high-quality development of sports industry and promoting the steady progress of sports. In order to better provide guidance for sports talent cultivation, improve the quality of sports reserve personnel training, and to ensure the sustainable development of sports undertakings, this paper through the literature material, expert interview and questionnaire survey, to analyzes the strengths, weakness, opportunities and threats (SWOT) in the process of sports talent training in China's school physical education (PE) curriculum. Through comparative and analysis, it is shown that the problems and weakness of the training of sports talents in the current PE curriculum in China are focused on the following aspects: the goal of talents training is not clear enough and relatively backward, the construction of PE curriculum system needs to be improved, and the homogenization tendency is prominent and the training mode of sports talents lack of innovation. Hence, this research holds that the training of sports talents in school PE curriculum should grasp the current development needs of China, strengthen the reform of school PE curriculum, and put forward training countermeasures from three aspects: the diversification of PE talent cultivation, improving the identification rate and detection rate of sports talents.

Keywords: SWOT, sports talent, school physical education, training, development

1. Introduction

1.1 Background of the study

Relying on children's sports schools, youth sports clubs and school PE, China focuses on discovering and detecting excellent potential athletes on the basis of carrying out PE, cultivating interest and enhancing physique (Wang, 2017). At the same time, China school PE focus on key sports schools, sports middle schools and

individual sports schools, carry out scientific and systematic training for young students, and develop their sports skills as the key point of training. In addition, China school PE take secondary sports schools and competitive sports schools as the leaders, highlight the leading and exemplary role of the national high-level sports reserve talent base, and improve the transmission rate and success

rate as the training task. In this way, school PE as the key foundation of the cultivation of sports talents, which plays an indispensable role in the whole sports cause in China.

Entering the 21st century, China has ushered in a new round of PE curriculum reform. In 2001, the Ministry of Education issued the “Outline of Basic Education Curriculum Reform” and issued the “Curriculum Standards” for all subjects in primary and junior high schools, including the “Full-time Compulsory Education Curriculum Standards for Physical Education and Health (Grades 1-6) in Senior High Schools (Grades 7-12)” (experimental draft), which started a new step of PE curriculum reform in the new century. In September 2001, the “Curriculum Standards” of various disciplines began to be tried out in 38 experimental areas throughout China. Since then, the scope of experiments has been expanded year by year. Then in 2004, the Ministry of Education promulgated the standard of PE and health curriculum for senior high schools (experimental draft). The following year, the experiment was carried out in Hainan, Guangdong, Ningxia and Shandong province. Subsequently, the Ministry of Education officially promulgated the “Compulsory Education Physical Education and Health Curriculum Standards” in 2011.

After 14 years of school PE curriculum reform and development, significant changes have taken place in school PE in China. However, research has consistently shown that far too little attention has been paid to sports talent training in school PE curriculum.

1.2 Overview of SWOT analysis

SWOT analysis is also known as TOWS analysis or Dawes matrix, situation analysis, or self-diagnosis (Wehrich, 1982; Andrews, 1971). It was proposed by Heinz Wehrich, a management professor at the University of San Francisco in the 1980s. This analysis method is usually used for self analysis, competitor analysis and based on the analysis results to make strategic decisions. Where S stands for strengths, W for weaknesses, O for opportunities and T for threats. SWOT technique is not only a powerful environmental analysis tool, but also an effective framework for identifying and formulating strategies. Therefore, SWOT analysis (Table 1) is more used to synthesize and summarize all aspects of internal and external conditions of an organization, analyze existing strengths and weaknesses, opportunities and threats, and then help organizations and enterprises to make strategic choices. SWOT analysis can help enterprises gather resources and actions in their strengths and most opportunities, and make the enterprise strategy clearer. So, as a strategic analysis method, SWOT not only can effectively help organizations find deficiencies and weaknesses in time, make full use of strengths and opportunities, but also help them achieve the strategic goals (Dyson, 2004). Thus this study aims to using SWOT method to find out some problems and deficiencies in the cultivation of sports talents in school PE curriculum in China, and makes use of the strengths to make up for the weaknesses, so as to ensure the sustainable development of school sports talents.

Table 1 SWOT strategic analysis

	Strengths (S)	Weaknesses (W)
Opportunities (O)	Make use of strengths (S), Strategies to use of opportunities (O)	Develop by overcoming weaknesses (W), Strategies to use of opportunities (O)
Threats (T)	Make use of strengths (S), Threats (T) reduction strategies	Develop a plan to reduce weaknesses (W), Strategies to eliminate threats (T)

2. An SWOT analysis

This study will comprehensively analyze the various factors such as the school PE internal strengths and weaknesses, external opportunities and threats based on SWOT in order to select the best strategy for school PE curriculum. In this way an SWOT analysis of sports talents training in school PE curriculum in China is given in part 2, followed by a strategic planning framework for school PE curriculum presented in part 3, and part 4 provides discussion.

2.1 Analysis on the strengths and weaknesses of sports talent training in school PE curriculum

2.1.1 Strengths (S)

S1 (Policy Strengths): For the training and cultivation of sports talents, China has set up a complete selection and training system (Table 2), as well as a guarantee system. In March 2010, the General Administration of Sports of China, the Ministry of education, the Ministry of Finance and the Ministry of Human Resources and Social Security, with the consent of the State Council, issued the “Guiding Opinions on Further Strengthening the Cultural Education and Guarantee of Athletes”, implemented the scientific outlook on development, that has effectively solved the practical difficulties

in the current cultural education of athletes in China, and improved the quality of sports as well as promote China from a big sports country to a strong sports country. Next, in March 2011, the General Administration of Sports of China issued the “National Program for the Development of Sports Talents (2010-2020)”, in order to cope with the new situation and new tasks facing the construction of a sports power, further enhance the responsibility, mission and crisis, that firmly establish the strategic layout of talent priority development, and strive to create a new situation in which talented people emerge in large numbers and make the best use of talents, and improve the development level of sports talents in China. Subsequently, in September 2016, the notice issued by the General Administration of Sports of China on “The 13th Five-Year Plan for Youth Sports” required to strengthen youth sports, improve the public service system of youth sports, reinforce the cultivation of competitive sports reserve talents, and further promote the development of youth sports and the construction of sports power. After that, in December 2017, the General Administration of Sports of China and the Ministry of Education jointly formulated and issued the “Guiding Opinions on Strengthening the Training of Reserve

Talents in Competitive Sports”, which is a new measure put forward in the face of the new situation, new tasks and new requirements of cultivation reserve talents from a new historical starting point. It is of great significance for the comprehensive, coordinated and sustainable development of sports. Last but not least, in September 2019, The State Council issued the “Outline of Building a Leading Sports

Nation”, which further defines the objectives, tasks and measures of building a sports power. Among them, it will speed up the training and developing of sports talents, formulate the medium and long-term plan for the development of national sports talents, and implement the special plan for the cultivation of high-level talents as an important part of the outline.

Table 2. Relevant policies issued by the China government

Time	Policies	Department	Main Contents
03/2010	Guiding Opinions on Further Strengthening the Cultural Education and Guarantee of Athletes	General Administration of Sport of China, Ministry of Education, Ministry of Finance and Ministry of Human Resources and Social Security	Through various measures to ensure the development of athletes, especially the cultural education of athletes and the selection, training and detecting of sports talents.
03/2011	National Program for the Development of Sports Talents (2010-2020)	General Administration of Sport of China	It has defined the training objectives and main measures of sports talents in key fields, innovates the development of sports talents training, and implements the special plan of sports talents training.
09/2016	The 13th Five-Year Plan for Youth Sports	General Administration of Sport of China	Actively develop youth sports, promote the combination of science and training and scientific detection, and strengthen the cultivation of youth sports talents
12/2017	Guiding Opinions on Strengthening the Training of Reserve Talents in Competitive Sports	General Administration of Sport of China and Ministry of Education	Improve the sports reserve personnel training system, strengthen the youth sports training work and develop the youth sports competition system.
09/2019	Outline for Building a Leading	The State Council	It is required to speed up the

	Sports Nation		training and introduction of sports talents, vigorously develop the national fitness, and comprehensively promote the development of China's sports culture industry.
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S2 (Population Strengths): “Population” is the foundation resources of all career development, in order to cultivate a large number of high-quality sports talents, we must first have a fixed source of students (Joseph, Nick & Jörg, 2019). In China, there are more than 1.4 billion population, with teenagers accounting for a quarter, and there have abundant student resources. In recent years, nearly 10 million students participate in the college entrance examination every year, including students who love sports and professional sports students. Every year, a large number of young talents enter the sports colleges, which provides a necessary human resource basis for promoting the strategy of school sports talent training. At present, there are provincial and municipal sports bureaus all over China, which are responsible for overall planning the development of sports and carrying out national fitness. In addition, various sports associations and school sports organizations have been established throughout China. Sports are gradually carried out among adults and adolescents, and there is an increasing demand for sports talents. As a result, for now, China has formed a situation of large sports population base and large demand. Accordingly, as an important place to training sports talents, school PE will also usher in new development opportunities.

S3 (Cultural Strengths): As a big sports country, China has good cultural

traditional of sports. In particular, all kinds of schools at all levels have set up sports courses, which creates a good cultural atmosphere for the development and training of school sports talents. Since the last century, Beijing and Shanghai missionary schools have carried out sports courses and school games with track and field and ball games as the main items, thus producing school sports talents. Since then, schools all over China have held games, forming a strong sports cultural atmosphere. After the founding of new China, under the guidance of the policy of “Developing Sports and Enhancing People's Physique”, sports organizations at all levels have been established and improved, many different types of sports teams also have been established from the city to town, and a hierarchy of professional sports talents such as athletes, coaches and referees has been formulated (Zheng et al., 2019), which has led to the rapid development and continuous expansion of all kinds of sports talent teams. It is precisely because of its good development history and sports cultural atmosphere that China hosted the 2008 Beijing Olympic Games, the 2010 Guangzhou Asian Games and other world sports events. With the successful holding of these top-level events, it will have a great impact and demonstration on the development of school sports and the cultivation of sports talents in China. Thereby, it will also attract more people to

join sports, which will greatly promote the cultivation and detection of school sports talents.

2.1.2 Weaknesses (W)

W1 (Environmental Weaknesses): On the one hand, there is a large shortage of PE teachers, especially part-time teachers in rural areas in China. According to the 2015 annual report of school PE in China, there are 687,060 PE teachers in 26 provinces, which should be 841,750 sports teachers. There are 405,971 full-time PE teachers, accounting for 48.23% of the total number of PE teachers and there are 281,089 part-time PE teachers, accounting for 33.39% of the total number of PE teachers (China School Sports Development Report, 2016). On the basis of the report, due to the unreasonable teacher structure, there is a shortage of nearly 200,000 primary and secondary school PE teachers in China, and there are still many part-time PE teachers. Therefore, the shortage of PE teachers is 154,690, accounting for 18.38% of the total number of sports teachers. Moreover, from a regional perspective, the lack of PE teachers in schools below counties and towns in the central and western regions is particularly prominent. Some rural primary and secondary schools, especially rural primary schools and teaching sites, are less than one PE teacher. As well as schools in remote rural areas and western China are generally unable to recruit and

retain PE teachers. On the other hand, school sports venues and facilities need to be increased urgently, and social public sports services and resources need to be effectively utilized. Based on the report, we can know that although the areas of sports stadiums and sports equipment in primary, middle and high schools have increased, they are still far from meeting the requirements of school PE teaching, extracurricular exercise and sports training. Especially in western and rural primary and secondary schools, the shortage of sports equipment is a serious problem. Moreover, the standard rate of sports stadiums and equipment in rural primary and secondary schools in many western provinces is less than 50%.

In the survey of school sports 2015 in China, primary and secondary schools have a total of 165,023 track and field venues (including 400 meters and below) in 27 provinces (Figure 1), and each school has 0.69 track and field venues, of which the highest is 1.29 and the lowest is 0.25 (Figure 2). Meanwhile, there are widespread problems in the city, for instance, insufficient sports facilities, low utilization of social sports resources, public sports stadiums can not be opened to students, and the obvious lack of equipment and facilities for students' extracurricular physical exercise. Due to this, the training of school sports talents will also be limited.

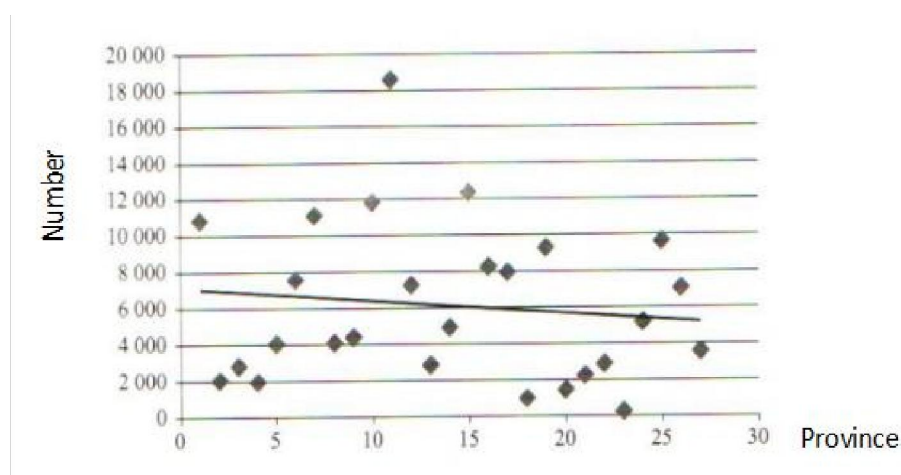


Figure 1. Distribution trend of track and field venues in China's province

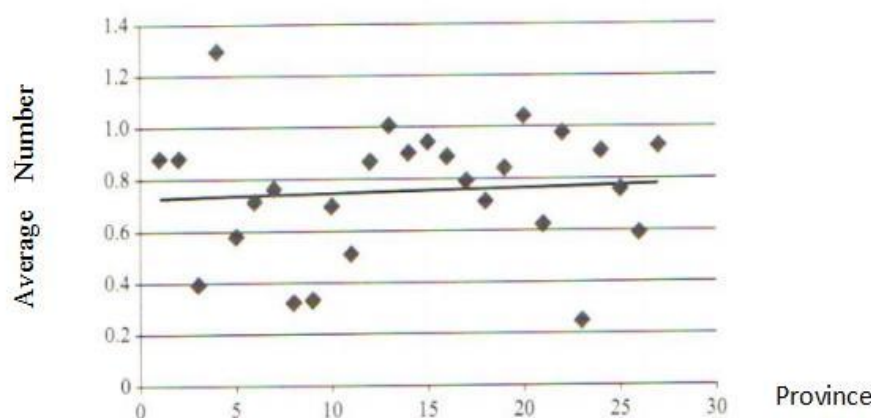


Figure 2. Distribution trend of average track and field fields in China's province

W2 (Weaknesses of Implementation): School PE in China has not received enough attention for a long time, which has had a far-reaching impact on the whole school education system. According to a survey on school PE curriculum arrangement and students' exercise published by the China's Ministry of Education (2014), only 29% of schools from grade 3 to junior middle school have three PE classes a week, nearly 80% of students have less than one hour of physical exercise every day, and more than 70% of middle schools and primary schools in China still cannot have enough PE classes. This shows that there are still some problems in school PE in China,

including the understanding of the importance of school PE is still not enough in some areas, the comprehensive reform of school PE needs to be further improved, and there is still a phenomenon of emphasizing intellectual education and neglecting PE (Wang, Tang & Luo, 2017). Consequently, the effectiveness of the national joint conference system on youth sports still needs to be strengthened, in other words, the coordination between departments is not enough, the management system between education administrative department and sports department cannot cooperate well, and the inadequate implementation of policies.

W3 (Management Weaknesses): At present,

the international competitiveness of China's competitive sports has been greatly developed and improved, which is attributed to the cultivation of reserve talents of competitive sports. However, for the moment, there are still exist prominent contradictions and problems in competitive sports in China, which are as follows: lack of innovation in competitive sports, the level of scientific management and training needs to be improved, and the reserve talent training system is facing new difficulties and challenges. China has experienced the training system of competitive sports reserve talents from planned economy to market economy, and then to the diversified training system, thus forming the training path of reserve talents in competitive sports also gradually become schooling, socialization and industrialization. Nevertheless, under the diversified training system, there are contradictions and conflicts between training subjects in service, power and benefits, resulting in the unreasonable training and imperfect sports talent resource management system. What's more, the motivation of talent training is insufficient and the lagging development of school sports and the disorder of structure, which further limits the scale of sports talent resources.

2.2 Analysis on the opportunities and threats of sports talent training in school PE curriculum

2.2.1 Opportunities (O)

O1 (Reform Opportunities): In October 2020, the general office of the Communist Party of China (CPC) Central Committee and the general office of the State Council recently issued the Opinions on "Comprehensively Strengthening and Improving School Physical Education in The New Era" (hereinafter referred to as

the Opinions), which gave a new orientation to school PE in the new era, defined new requirements, and put forward several new measures for deepening the reform of school PE. Hence, school sports should grasp the new development opportunity, in the meantime, we must actively respond to new challenges, deeply and effectively promote reform and development. For strengthening and improving school PE, different historical periods have direction guidance and goal requirements. The Opinions put forward strong objectives and requirements, by 2022, there should be a complete supply of PE courses and the conditions for schools sports should be comprehensively improved. By 2035, a diversified, modern and high-quality school PE system will be basically formed, and these clear and specific goals play a strong role in effectively improving the school PE working environment, comprehensively improving the level of PE and ensuring the quality of talent training. Apart from this, as an important channel for transporting and cultivating sports talents, school PE needs to constantly innovate its development and training mode. Under the background of the great development and prosperity of sports in the world, learning the advanced and excellent sports talent training experience from foreign schools, learning its management mode and training pattern can lay a solid foundation for training high-level players (Webb, et al., 2020). In the meantime, with the deepening of national reform and opening up, it is particularly important to build a system in line with the current school sports talent training, which also plays a crucial role in ensuring the sustainable development of China's sports.

O2 (Development Opportunities): In 2015, 95.70% of schools in 27 provinces of China conducted the grade evaluation of school PE (China School Sports Development Report, 2016). The results showed that the average excellent rate of grade assessment was 37.13%, the average good rate of grade assessment was 37.37%, the average pass rate of grade assessment was 22.78%, and the average fail rate of grade assessment was 2.72%. In 27 provinces, the sum of the excellent, good and pass rates was above 90 percent. In 2015, among all kinds of primary and secondary school sports work rating assessments, the highest average excellence rate of sports work rating assessment was high school (60.02%), followed by junior middle school (54.82%) and primary school (42.28%). Compared with 2014, the primary school increased the most, by 14.71%, then is junior middle school, by 10.79%, and senior high school, by 4.87% (Figure 3). Therefore, for now, the development trend of school PE in

China is good, and the cultivation of school PE talents also has a better guarantee. Besides, PE plays an irreplaceable role in promoting individual physical and mental health, and school PE is the forefront of sports talent training. With the great leap forward development of education and PE in China, school PE has made great achievements. Especially since the 18th National Congress of the CPC, the development of school PE has been significantly accelerated, the school sports work has been strengthened and the policy system has been continuously improved, as well as the students' physical health and the training level of sports talents have been significantly improved, for these reasons, school PE has embarked on a development road with Chinese characteristics. Furthermore, with the accelerating construction of sports power and the popularization of national fitness, this will provide better development opportunities for school PE curriculum reform.

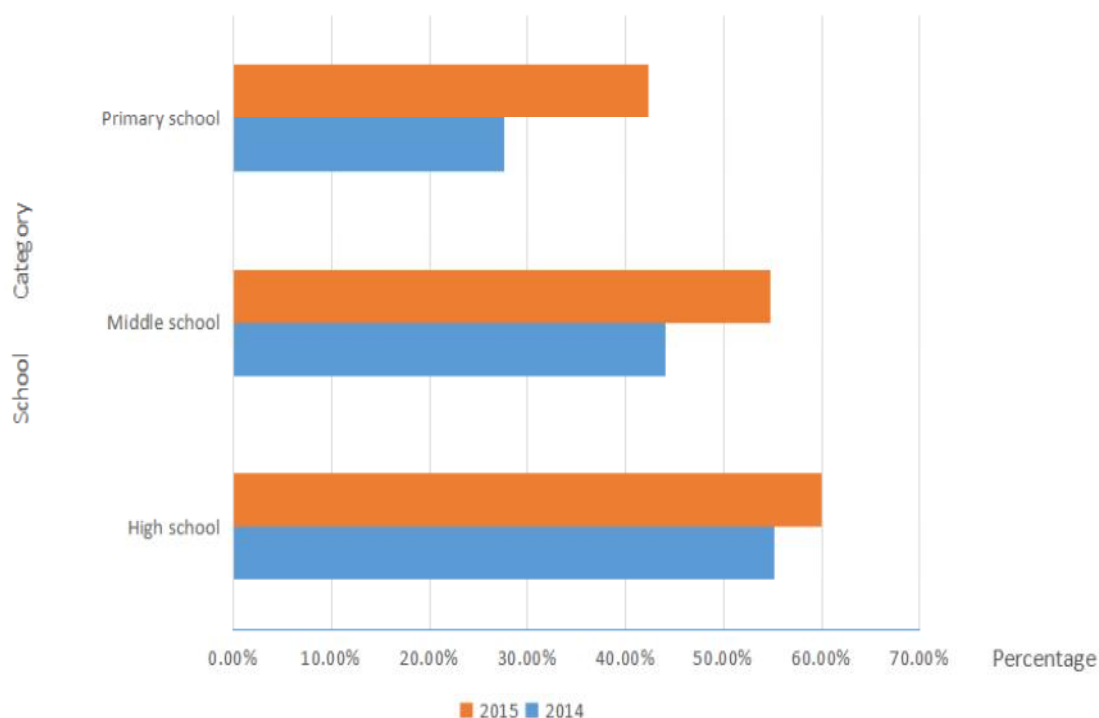


Figure 3. Average excellence rate of PE work grade evaluation of schools from 2014 to 2015

2.2.2 Threats (T)

T1 (Imbalances Threat): After years of PE curriculum reform, China's school PE has undergone significant changes, which has further laid a solid foundation for promoting the cultivation of sports talents, and an increasing number of sports talents have sprung up. However, due to China's vast territory and various situations, the unbalanced development of school PE is often the most obvious between regions and between urban and rural areas, especially between the east and west areas. Combined with the influence of traditional thoughts, there is still a great imbalance in the implementation effect of PE curriculum reform and the training quality of PE talents. In addition to the imbalance in the reform of PE curriculum, there are also great differences in the staff of local PE departments and PE teachers, and even some remote rural areas of the PE teachers are part-time teachers of other subjects, which will seriously affect the development of school PE and the training of sports talents.

T2 (Training Threat): The notion of talent and its development has been explored in other domains, and while providing some intriguing and relevant elements for those working in sport settings, these domains many be insufficient to capture the complexity of talent in sport (Joseph et al.,

2019). So, talent is not achieved overnight, talent growth is regular, and the cultivation of sports talents is a long cycle, which needs to go through multiple time periods such as cultivation period, improvement period and creation period. During this period, a lot of human resources and financial resources need to be invested to ensure the continuity and sustainability of sports talent cultivation. At present, the school PE curriculum in China is also in constant development and reform, and the training of sports talents should be adjusted and changed to meet the needs of the society. As we all know, to cultivate sports talents needed by a country and school, meanwhile, sports talents need to go through a long period of education and training (Joseph et al., 2019), such as detection, training and competition, especially school sports curriculum is crucial to the identification and cultivation of sports talents. Thus, for school sports, in the process of training sports talents we need face the regularity of talent growth, as well as the reform of policy system and the long-term of sports talents training.

3. Strategic for sports talents training

Based on the listed SWOT identification, we can work out SW strategies and OT strategies by matching and converting internal and external factors (Table 2).

Table 3. SWOT matrix analysis of sports talents training in school PE curriculum

	Strength (S)	Weaknesses (W)
Internal Factors	S1:Policy support and guarantee	W1: Lack of sports teachers and facilities
	S2:Human resources total enough	W2: Implementation of the policy is insufficient
External Factors	S3:Cultural advantage	W3: Imperfect sports talents resource management system
Opportunities (O)	SO strategies	WO strategies

O1: Benefit gained from national policies on the school physical education	SO1: Make use of the population advantage to expand the sports talent team	WO1: Strengthening the theoretical research of school PE
O2: New opportunities brought by sports system reform	SO2: Strengthening the education of young teachers	WO2: Take advantage of social media resources
O3: More attention about sports talent training		
Threats (T)	ST strategies	WT strategies
T1: Unbalanced development of School Physical Education	ST1: Stimulate teenagers' interest in sports	WT1: Establish a reasonable sports talent training system
T2: Long term training of talents	ST2: Innovate the training mode of sports talents	WT2: Establish a scientific and reasonable training system

3.1 SO strategies

SO1: Under the guidance of policy, make use of population advantages to expand the sports talent team. The successful hosting of the 2008 Beijing Olympic Games not only greatly promoted the rapid development of China's sports, but also inspired more people to participate in sports. At the same time, China has also launched a series of policies to promote the development of school sports and sports talents, which has stimulated the enthusiasm of sports workers. Therefore, it is necessary to continue increase the training of sports talents, emphasize to build from the foundation and start from school sports, strengthen the cooperation and communication with the International School sport Federation (ISF), and timely know about the development trend of school sports and learn the experience of school sports in sports talent training form other countries. In addition, China has a large population, especially now that China has liberalized the three child policy, and the youth population has a large base compared with other countries, so we should utilize this advantage and policy,

expand the development of school sports and cultivate more potential youth athletes.

SO2: The school's implementation of the educational policy and the training of qualified sports talents largely depend on the work quality of PE teachers (Bechter, Dimmock & Jackson, 2019), meanwhile, having a qualified team of teachers is the premise and guarantee of organizing school PE. High-level sports talents are inseparable from high-level teachers, and training methods of teachers are important factors to determine the technical level of athletes. Therefore, it would be a good way to send teachers from all over the country to study abroad regularly, visit developed countries in school sports development, such as the United States, Germany and Japan, learn the advanced teaching methods from various countries, and learn the international talent training mode. Beyond that, carry out continuing education for school teachers, and constantly improve the teaching level of PE teachers, which to achieve the continuous innovation of training theory and training methods, and

constantly consolidate the teacher foundation for the sustainable development of sports reserve talents.

3.2 *WO strategies*

WO1: Compared with other natural science research and educational science research, the theoretical research of school PE is relatively few in China, and the scientific theoretical basis is the foundation of the development of things, undoubtedly, the development of school PE has a long way to go. So, if China's school PE and sports talents want to reach at a higher level, it is necessary to strengthen the theoretical research of school PE, form a systematic school PE theoretical system, formulate a long-term and detailed talent training plan, clarify the direction for the training and development of sports talents in the future, and improve the theoretical level of school PE research, it will also promote the development of China's sports and the quality of sports talent training.

WO2: Nowadays is the information social, all kinds of media network is full of people's life, and network media has become the main way for people to obtain various sports information resources. For this reason, we should make full use of the social value of news media (e.g. TV, Internet, newspapers and magazines) expand the social influence of school sports, and increase the publicity and reporting of school sports events. Similarly, create a good public opinion atmosphere for the development of sports talents and social environment, but also need strengthen and emphasize the system construction is equally important for school sports curriculum development. Moreover, we can strengthen the communication and cooperation with sports news media by

journalists' associations, increase the coordination and guidance of school sports publicity, so that people can better understand the importance of school sports for sports talent training.

3.3 *ST strategies*

ST1: Interest is the first teacher, with good interest can be more motivated to learn. Thus, we can stimulate teenagers' interest in sports through various sports activities, attract more teenagers to join school sports, and always adhere to the principle of "cultivating interest, selecting talents, laying a good foundation, scientific training and actively improving". In the same way, in the school PE curriculum can carry out the competitions, let more teenagers understand and take an active part in sports, especially in kindergarten, primary school, to make them understand the charm of sports and entertainment value, that willing to join sports for a long time, and be able to enter the sports reserve talent series as an important force of school PE in the future.

ST2: Continue to deepen the understanding and grasp of the pattern of school PE development under the condition of market economy, fully mobilize the enthusiasm of social forces, and build a new sports reserve talent training model with multiple inputs from sports system, education system and social organizations. The government and the market should also strengthen the intervention of amateur sports schools to ensure the development of sports talents and provide long-term follow-up services. Furthermore, as a special social issue, sports talent training, social organizations are an indispensable part of sports talent training. Social capital, enterprises and organizations should actively use the

major opportunities brought by the development of school sports, increase investment in the field of sports talent training (Wall & Côté, 2007), make full use of their own advantages to participate in sports talent training and echelon construction, as well as youth competition organization and international exchanges, make contributes to the construction of school sports innovative curriculum system.

3.4 WT strategies

WT1: In the school sports curriculum, the sports talent training system at all stages of primary school, middle school and university is connected with each other, which will provide a steady stream of dynamic support for the training and selection of sports talents. In the United States, schools are regarded as the center of the development of competitive sports, and rely on after-school training to improve sports skills (Xiang, Lee & Shen, 2001). Meanwhile, schools are the main bases for cultivating excellent athletes, middle schools become the cradle of cultivating reserve forces, and universities are the advanced stage of cultivating excellent athletes. So it is necessary to make full use of primary and secondary schools of human resources and the training environment, but also encourage colleges and universities to take advantage of their own educational resources, play the role of "leading soldiers" in the training system and education system, establish a complete set of sports talent training system for primary, secondary and universities, play a leading role in talents detection and scientific training, as well as widening channels, continuously improve the efficiency of school sports management.

WT2: The sustainable development of sports talent training is inseparable from scientific training (Teunissen, et al., 2021), which runs through the whole process from the identification of athletes to their success. Therefore, it is necessary to pay more attention to the construction of school PE curriculum, carry out various forms of youth training in curriculum setting, care more about professional basic training, strengthen the construction of talent echelon in key age groups, and ensure that the number of sports talents at all levels has sufficient guarantee. Likewise, the training level should be constantly improved to better complete the international competition tasks of all ages. What's more, properly handle the contradiction between learning and training, and strictly control the training time for students is also a crucial way, and the training time of each learning section should be well coordinated with the cultural learning time. In the meantime, while improving teachers professional ability, they should also learn more new scientific training skills and methods, and formulate training plans scientifically.

4. Conclusion

The development of school PE curriculum promotes the training quality of sports talents (Cohen & Levine, 2016), and the development of sports talents will promote the innovation of school PE, the two complement each other and develop together. However, the training quality of PE talents in school PE curriculum is affected by many factors, including policy system, training mode and curriculum system setting. Through the SWOT analysis method, this study analyzes various problems and opportunities faced by the cultivation of sports talents in

school PE curriculum in China. In a word, it is necessary to make use of internal advantages, reduce external threats, seize opportunities, overcome weaknesses, innovate and develop the training system of sports talents in school PE curriculum, improve the detection system of sports talents, and identify more potential young athletes, as well as lay a solid foundation for the sustainable development of China's sports.

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