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Pathways for Improving the Management of University Student Sports Clubs from the Perspective of Student Cultivation Education

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Abstract. Against the backdrop of the nationwide implementation of "holistic education for all students in all aspects and at all stages" and the "integration of physical education and academic education", university sports clubs, as an important part of school physical education and a key carrier of campus culture construction, their educational function is closely related to the quality of talent cultivation. At present, university student clubs are faced with such problems as spontaneous establishment, entertainment-oriented activities, extensive management, divergent student participation motivations, and a superficial educational effect. This study holds that there is a disconnection between "management" and "education" in clubs in various universities. To this end, this paper first clarifies the educational function and the role in moral education of student clubs, sorts out the elements of integrating student cultivation education into club management, and systematically analyzes the empowerment of clubs in students' academic literacy, moral literacy and behavioral literacy. By formulating the *Student Cultivation Education Plan*, this paper demonstrates that this path can improve the internal governance level of clubs, enhance the identity of club members, deepen the educational effect of club activities, enrich the promotion of student cultivation education, promote the stable and sustainable development of student clubs, and provide a new research path for club management.

Keywords: cultivation education, university student clubs, management, paths

1. Introduction

Student cultivation education is a new measure for universities to integrate the concept of "holistic education for all students in all aspects and at all stages" into the comprehensive ideological and political education system, which is an educational concept and practical model centered on improving students' morality, academic performance and behaviors. To realize the standardization and scientization of the management of university student sports clubs, it is necessary to construct a quantifiable and evaluable system for cultivation education. Through the top-level design of the university, an incentive mechanism for students to participate in sports club activities, the guarantee of human, material and financial resources for the development of club activities, and the construction of brand sports club activities should be formulated to improve students' enthusiasm for

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participating in sports club activities, and promote the value shaping and independent management of sports clubs. It is essential to build a systematic and hierarchical education system for sports clubs, cultivate students' leadership, team awareness and executive ability in sports club activities, realize the organic integration of club culture, sports spirit and personality shaping, and make students become high-quality resources needed for social development.

2. Definition of the connotation of student cultivation education

Student cultivation education refers to an educational process that helps students form good ideological quality, behavioral habits and learning attitudes through systematic educational guidance and practical activities. Originating from the development of moral education theory and behavioral psychology, it has been continuously deepened with the renewal of modern educational concepts [1]. As an initiative to improve students' behaviors, student cultivation education focuses on cultivating students' abilities of self-education, self-management, self-supervision and self-service. The introduction of student cultivation education into the management of university sports clubs embodies the concept of student-centered education and education-oriented development. The organization of activities in sports clubs requires students to abide by the spirit of contract and institutional construction, stimulate their subjective consciousness, enhance the sense of participation and belonging of club members, realize the role transformation from "passive participation" to "active participation", thus improving the cohesion of sports clubs and innovating a new platform for "holistic education for all students in all aspects and at all stages".

3. Problems in integrating student cultivation education into the management of university student sports clubs

3.1. Inadequate adaptability between the traditional management model of student sports clubs and the concept of student cultivation education

At present, the management of university student sports clubs is generally incorporated into the unified management of the school Communist Youth League Committee or the student work system, forming an operation mechanism led by the Party committee, coordinated by functional departments and guided by the Communist Youth League Committee. Students carry out club activities independently in accordance with relevant management measures, presenting the characteristics of relatively standardized management systems but a single operation mode on the whole. Student cultivation education emphasizes student development as the core and focuses on the continuous shaping of behavioral habits, value identity and ability literacy. There is still a certain tension between this concept and the traditional sports club management model which is mainly based on transactional management and activity approval. In reality, many university administrators and instructors have an insufficient understanding of the educational value of student cultivation education in sports clubs, regarding sports clubs merely as extracurricular activities or interest organizations, and ignoring their unique functions in cultivating students' awareness of rules, sense of responsibility, team spirit and self-management ability. This leads to the lag in the renewal of management concepts, restricts the effective play of the educational function of sports clubs, and makes it difficult to better respond to the practical needs of students' personalized and all-round development [2].

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3.2. Low degree of integration of student cultivation education into sports club management and the lack of a systematic and normalized mechanism

From a practical perspective, the application of student cultivation education in universities is more concentrated in classroom teaching, ideological and political education or freshmen enrollment education, with relatively limited penetration into the management of student sports clubs and a lack of overall planning and institutional support. There are obvious differences among universities in the allocation of sports resources, the foundation of club development and the attention paid to management. The sports venues and facilities of some universities are mainly used for physical education teaching, which is difficult to provide a guarantee for the long-term and stable development of sports club activities, to a certain extent, weakening the role of sports clubs as a practical carrier in student cultivation education [3]. At the same time, in the process of talent cultivation, universities tend to invest limited resources in the "first classroom", and position sports clubs as the "second classroom" or student-initiated activities, with insufficient exploration of their educational value. This results in the homogenization of sports club activities and insufficient brand influence, making it difficult to continuously attract students to participate. Students' insufficient depth of participation and sense of gain in clubs restrict the long-term and progressive educational effect of cultivation education through sports clubs.

3.3. To-be-improved literacy in cultivation education of the guidance and management team of university student sports clubs

The effective implementation of the concept of student cultivation education in sports club management cannot be separated from the support of a high-quality team of instructors and managers. However, at present, the guidance work of university sports clubs is still mainly part-time. Some PE teachers and counselors only understand sports club work as organizing activities and ensuring safety, and lack systematic thinking on how to systematically cultivate students' behavioral norms, will quality and social adaptability through club activities [4]. In practical work, there is a relative lack of professional training for instructors in cultivation education theory, educational methods and evaluation means, and the relevant training and incentive mechanisms are not perfect [5]. At the same time, the guidance work of sports clubs has a low weight in workload assessment, performance appraisal and professional title evaluation, which weakens teachers' enthusiasm for in-depth participation in club education. In addition, there are differences in the understanding of the educational value of sports clubs among university management, leading to the slow progress in the construction of a professional and stable club guidance team, which has become an important factor restricting the in-depth promotion of student cultivation education in sports clubs.

3.4. Insufficient synergy of educational resources in sports clubs and the prominent phenomenon of "fragmented cultivation"

Student cultivation education is an important measure for the systematic construction of the school education system, emphasizing multi-dimensional and multi-perspective development. However, in the actual operation of sports club management, it is difficult for various university departments to link and coordinate with each other. First of all, school managers do not attach great importance to the participation of clubs in student cultivation education. Secondly, the management authority of sports clubs is not unified among universities: some universities place the management of student

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clubs under the unified leadership of the Party committee and the guidance of the school Communist Youth League Committee, while others regard sports clubs as academic clubs for discipline construction and place them under the management of the Physical Education Department of the College of General Education, resulting in the lack of unity in educational goals and the separation and dispersion of existing university resources. Thirdly, universities pursue quantity over quality, leading to the unbalanced development of clubs. Finally, the management of clubs relies on senior students, and no instructors are assigned to sports clubs; the workload of teachers participating in club management and construction is not fully recognized, which affects teachers' enthusiasm for participating in club management, leads to insufficient attention to students' behavioral changes, ability improvement and value internalization in the process of club participation, and results in the fragmented characteristics of cultivation education.

4. Effective paths to improve the management level of university student sports clubs from the perspective of student cultivation education

4.1. Improving the overall planning and decision-making capacity of university sports club management under the guidance of student cultivation education

Integrating student cultivation education into the management of university student sports clubs is conducive to improving club management and transforming clubs from entertainment-oriented development to connotative development. The construction and development of clubs are student demand-oriented, and school managers should pay more attention to the process management of students and teach students in accordance with their aptitude. As a communication platform, clubs should focus on the role of students in club construction and give play to their role in the inheritance of club culture and the development of activities. Relying on the school's independently developed system or the "Dream Space" system to record the trajectory of students' participation in activities, we can find the changes in students' growth and provide a basis for the school to allocate resources and carry out classified management, thus improving the pertinence and foresight of sports club management and promoting the double improvement of management efficiency and educational effect.

4.2. Guaranteeing student cultivation education by systems and improving teachers' participation in sports club guidance

Incorporating student cultivation education into club construction plays a promoting role in driving the high-quality development of clubs, and the development of clubs is inseparable from teachers' guidance and supervision. Teachers play a demonstrative and leading role in the development of clubs. Through their professional knowledge, club instructors help integrate cultivation education into the daily management and activity design of clubs, and form referable management norms and educational cases. At the same time, club instructors understand the characteristics of club members and provide hierarchical guidance and feedback according to students' individual differences to teach students in accordance with their aptitude, enhance students' sense of identity and continuity in participating in clubs, and promote the development of good behavioral habits and mental health.

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4.3. Promoting the sustainable development of student cultivation education with sports clubs as the carrier

University sports clubs, with high student participation and a wide audience, are an important platform for carrying out student cultivation education. Embedding cultivation education in club activities is of great significance for the process evaluation of students' growth, focusing on students' participation behavior and ability improvement in activities and helping students form self-cognition. Universities can refine the modules of cultivation education and make them more in line with students' needs around sports club activities, build a positive campus sports atmosphere, help students master a familiar sports skill, and promote the construction and development of lifelong physical education in campus physical education.

4.4. Promoting collaborative education and enhancing the overall synergy of cultivation education in sports clubs

The implementation of student cultivation education in universities is a systematic project that requires overall planning by the school. It is necessary to clarify the positioning of clubs, form a consistent educational goal, integrate cultivation education into sports club activities and give play to its educational function of curriculum-based ideological and political education; develop in a differentiated way, give play to the leading role of the main cadres of clubs, and form the promotion of student cultivation education in practice. Utilize peer guidance to strengthen the experience exchange and achievement sharing of cultivation education among various clubs, promote the application of excellent club deeds on campus, and improve the overall educational level of sports clubs.

4.5. Improving the institutional guarantee and incentive mechanism to promote the long-term implementation of student cultivation education in sports club management

To realize the continuous promotion of student cultivation education in the management of university student sports clubs, a relatively perfect institutional guarantee system must be established. Universities should clarify the goals of cultivation education in the club management system, incorporate students' participation performance, responsibility fulfillment and growth results in clubs into the comprehensive evaluation system, and provide positive incentives for students [6]. At the same time, reasonably recognize the workload and educational achievements of instructors and managers, reflect their educational contributions in the assessment and incentive mechanism, and enhance their enthusiasm and stability in participating in the construction of sports clubs. Through the institutionalized and normalized promotion of student cultivation education, the management of university student sports clubs is promoted to develop in a more standardized, orderly and high-quality direction [7].

5. Theoretical logic and value implication of student cultivation education empowering sports club management

5.1. Internal logic of student cultivation education empowering sports club management

Student cultivation education emphasizes guiding students to achieve progressive development in behavioral norms, value identity and ability structure through a sustained and stable practical context, and its internal logic is highly consistent with the management goals of university student

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sports clubs [8]. First of all, at the level of value co-construction, cultivation education provides a clear value orientation for sports club management, that is, answering the fundamental questions of "why manage and for whom to build". By integrating educational goals such as team spirit, fairness awareness, rule awareness and perseverance into the development vision of clubs, members are guided to form a common value pursuit beyond utilitarian demands, transforming clubs from simple activity organizations into value communities [9]. Secondly, at the level of behavioral isomorphism, student cultivation education emphasizes transforming abstract educational goals into operable and perceptible specific behavioral norms. In sports club management, cultivation requirements such as punctuality, trustworthiness, respect for others and sense of collaboration can be refined and embedded in specific links such as training organization, meeting operation and competition participation. Through the institutionalization and standardization of daily management, students can realize behavioral internalization in repeated practice and gradually form stable behavioral habits [10]. Finally, at the level of cultural co-education, student cultivation education pays attention to the subtle influence of the environment on individual development. Through the continuous construction of historical inheritance, ritual activities, model demonstration and cultural symbols, sports clubs can gradually form a positive club micro-culture, enabling members to complete value identity and behavioral consciousness in long-term infiltration and realize the transformation from external constraints to internal self-discipline [11].

5.2. Value implication of student cultivation education empowering sports club management

From the perspective of educational function, the introduction of student cultivation education has promoted the transformation of university student sports clubs from "management objects" to "educational subjects". Sports clubs are no longer merely the objects of management and standardization, but have become an important force for schools to implement the fundamental task of fostering virtue through education, playing an active educational role in the process of students' growth [12]. From the perspective of student development, cultivation education guides members to shift from "passive participation in activities" to "active construction of club life", enhances students' subjective and sense of responsibility, and stimulates their internal motivation to participate in club governance and self-management [13]. From the perspective of educational goals, the function of sports club activities has gradually expanded from a single skill training or competition-oriented to an important way to promote personality improvement and comprehensive quality enhancement, making the position of sports clubs in the university education system more prominent [14].

6. Construction of paths for integrating student cultivation education into the management of university sports clubs

6.1. Top-level design: the integration path with value guidance as the core

Universities should attach importance to the responsibility of clubs in cultivation education, clarify the role of sports clubs in education, assign certain credits to cultivation education in the *Measures for the Construction and Management of Clubs* to encourage students to participate in club activities, and regularly hold forums for persons in charge of club competent departments, club instructors, student backbones and members to study the difficulties of student cultivation education in daily management and form clear value expectations.

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6.2. Institutional construction: the operation path with the internalization of regulations as the orientation

Each university should formulate the *Student Cultivation Education Action Plan* according to its school-running orientation, talent training needs and actual school conditions, incorporate student cultivation education into the talent training plan, and conduct process recording and evaluation of club members' contributions and growth performance in cultivation education to enhance the guidance and incentive of the system and ensure the in-depth implementation of student cultivation education.

6.3. Activity design: the implementation path with practical ability training as the orientation

Sports club activities are an important practical carrier of student cultivation education. Club activities should be modularized and project-based, and students are advocated to join at least one sports club during their four years in university, learn organizational ability, coordination ability, executive ability and team cooperation in the club, and integrate cultivation education into the whole process of club management. At the same time, a regular work summary and reflection session should be set up for club members after the activities to help them find their own deficiencies, improve their management ability and strengthen the internalization of leadership. In addition, through the management mode of "going out and bringing in", we can learn from how relevant universities give play to the educational function of clubs, enrich the help of cultivation education to students' ability improvement by using special lectures given by outstanding alumni and experts, expand students' cognitive vision, and promote the transformation of club activities from single practice to comprehensive education.

6.4. Atmosphere creation: the environmental path supported by cultural cultivation

The shaping of club cultural atmosphere is an important condition for the continuous promotion of student cultivation education. Enhance members' sense of honor and belonging through the achievement display, honor benchmarks, online cultural space, historical records and online-offline interaction of sports clubs. At the same time, strengthen the demonstration effect of models by increasing the ritual sense of club activities and the inspirational deeds of ordinary members, make positive values spread continuously within the club, and form a stable cultural ecology for students' growth.

7. Implementation guarantee and risk response

7.1. Guarantee mechanism

To ensure the smooth implementation of cultivation education in sports club activities, universities need to provide all-round guarantees and assign full-time instructors to sports clubs. Encourage transferred teachers to serve as club instructors, and incorporate the workload of participating in guiding club activities and club construction into non-teaching workload, or provide a certain post allowance every month according to the time of guiding clubs. Improve teachers' participation in the operation of cultivation education in club activities, and at the same time, provide training, supervision and assessment for club members, so that the participation of club members in cultivation education can be quantified. In terms of resource coordination, provide certain fund support for clubs to carry out cultivation education, set up the brand construction of cultivation

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education, and encourage clubs to play a role in cultivation education through the evaluation of "Top Ten Clubs". Universities can also carry out information construction according to actual conditions to help club members establish growth files, realize the recording, management and evaluation of members' growth process, and make members' development traceable, thus ensuring the continuity and operability of implementation.

7.2. Potential problems and countermeasures

In the practice of student cultivation education, there is still a risk of becoming a mere formality, that is, cultivation education only stays at the level of slogans or documents. In this regard, schools should hold special meetings to study the promotion and cultivation of student cultivation education in secondary units, explain the policies in place, help students establish confidence through three-dimensional publicity and model setting, and ensure that cultivation education is reflected in actions and internalized in the mind. Secondly, avoid the superposition risk of student cultivation education and the daily activities of clubs. If the cultivation education link is not significantly different from the original club activities and is regarded as the superposition of activities, it is not conducive to the promotion of cultivation education in clubs. Finally, the difficulty of process evaluation needs to be solved. Schools should set up different cultivation education modules so that all students can find what they can do in the modules and take the initiative to participate in cultivation education activities, improve students' enthusiasm for participating in cultivation education, and make every student recorded, encouraged and recognized in the process of cultivation education. This helps universities formulate risk response measures for the promotion of cultivation education and make the implementation of cultivation education in the management of university sports clubs more robust and sustainable.

8. Conclusion

Against the background of the transformation of the university education system towards high-quality and connotative development, student sports clubs have gradually evolved from simple extracurricular activity organizations to an important educational field for promoting students' all-round development and personality cultivation. The systematic integration of the concept of student cultivation education into the management of university student sports clubs not only provides a new theoretical perspective for solving the problems such as the weakening of educational function and the single governance method in traditional club management, but also points out the practical direction for the high-quality development of sports clubs [15]. Through the coordinated promotion of multi-dimensional paths such as value guidance, institutional regulation, practical ability training and cultural cultivation, student sports clubs can guide students to realize the transformation from heteronomy to self-discipline and from participants to builders in the long-term and stable operation process, and give full play to their unique role in fostering virtue through education [6].

From a theoretical perspective, student cultivation education provides a clear internal logic and value support for the management of university sports clubs, and expands the research perspective of sports club research from "activity-oriented" and "skill-oriented" to "development-oriented" and "education-oriented" [7]. From a practical perspective, through case analysis and path construction, the feasibility and practical effect of student cultivation education empowering sports club management are verified, which provides a referable practical paradigm for universities to optimize the governance model of student clubs and improve educational efficiency [4]. Future research can carry out empirical tests in a wider range, further refine the implementation mechanism and

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evaluation system of cultivation education in different types of clubs, so as to continuously promote the deepening and expansion of the educational function of university student sports clubs in the process of high-quality development [8].

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