Research on the Alignment Strategies Between the Practical Teaching System of Tourism Management Major and Enterprise Needs

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Abstract: With the transformation, upgrading, and high-quality development of China's tourism industry, the demand for tourism management professionals in the enterprise market has undergone profound changes. At present, the practical teaching of tourism management majors in colleges and universities faces various problems in terms of talent training objectives, teaching processes, and evaluation mechanisms, resulting in a significant mismatch between talent training and the actual needs of enterprises. Against this background, this paper conducts research by identifying the new standards of talent demand in tourism enterprises, systematically analyzing the practical dilemmas faced by the practical teaching of tourism management majors. Furthermore, the paper proposes alignment strategies between the practical teaching system of tourism management majors and enterprise needs from the dimensions of curriculum system reconstruction, teaching staff development, practical platform construction, and evaluation mechanism innovation. These strategies aim to effectively improve the pertinence and adaptability of talent training and serve the development of the regional tourism economy.

Keywords: Tourism management; Practical teaching; Enterprise needs; Industry-education integration; Talent training

1. Introduction

Tourism is one of the pillar industries of the modern service sector, and it is gradually shifting from resource-driven to talent and innovation-driven. Against the background of the new era, themes such as smart tourism, cultural and tourism integration, and personalized customization have become new formats for the development of the tourism industry. This requires the training of tourism management talents to adjust their knowledge structure, improve practical capabilities, and vocational literacy training methods to meet market demands. However, the current practical teaching system of tourism management majors is obviously lagging behind the changes in the tourism industry. Therefore, exploring how to promote the alignment between the practical teaching system of tourism management majors and enterprise needs has become one of the key issues of

current concern.

2. Diagnosis of talent demand standards in tourism management enterprises

2.1. Compound knowledge structure: from "single skill" to "multidimensional knowledge"

Against the backdrop of the new era, the talent demand of tourism enterprises has transcended the traditional standards of single skills such as tour guiding and hotel services, gradually shifting toward talents with compound knowledge backgrounds. Specifically, the current enterprise demand for tourism management professionals' capabilities can be analyzed from three perspectives. First, digital operation capabilities. Enterprises require talents proficient in digital skills such as big data analysis, new media marketing, online tourism platform management, and smart scenic area system application to support the digital transformation and upgrading of tourism enterprises and services [1]. Second, knowledge of cultural and tourism integration. In the context of integrated cultural and tourism development, enterprises need talents with profound historical and cultural literacy, artistic aesthetic ability, and folklore knowledge to provide tourists with in-depth, connotative, and interesting cultural interpretations and service experiences [2]. Third, foundational knowledge of management and economics. Enterprises seek employees with basic knowledge of project management, financial management, marketing, and consumer behavior to cultivate reserve talents for management positions.

2.2. High-Level practical abilities: From "operational proficiency" to "problem-solving"

In the process of digital transformation, tourism enterprises' requirements for talent have gradually evolved from "hands-on operation" to "critical thinking" to address various work-related issues. First, crisis management and emergency response capabilities. In the internet era, tourism enterprises need to handle unexpected incidents, thus requiring talents who can calmly, standardizedly, and efficiently resolve public opinion risks such as customer complaints, safety accidents, and public health emergencies [3]. Second, product innovation and project planning capabilities. As competition in the tourism industry intensifies, traditional tourism design ideas can no longer attract tourists' attention and preference. Therefore, enterprises need talents capable of participating in or leading tourism route design, planning cultural and tourism activities, and developing research travel products [4]. Third, customer relationship management and precision service capabilities. Supported by big data systems and online platforms, tourism enterprises must strengthen their customer relationship management and precision service capabilities, which requires employees to be skilled in maintaining high-end customers, handling complaints, and providing personalized and customized services.

2.3. Comprehensive professional literacy: From "professional identity" to "internal motivation"

Knowledge and skills can be acquired through education and training, but sound professional literacy is the cornerstone of a talent's long-term development prospects. Tourism enterprises also attach great importance to employees' professional literacy, which mainly includes three dimensions: First, service awareness and professionalism. Employees are required to maintain correct value recognition in service work, demonstrating patience, carefulness, and a sense of responsibility [5]. Second, communication, coordination, and teamwork abilities. Employees must be able to communicate and collaborate with other departments, colleagues of different personalities, and customers. Third, learning adaptability and pressure resistance. Given the tourism

industry's strong seasonality and rapidly changing trends, employees need to maintain enthusiasm for continuous learning and possess the psychological resilience to adapt to high-intensity work.

3. Analysis of dilemmas in the practical teaching of the tourism management major

3.1. Disconnection between practical teaching objectives and enterprise needs

First, vague goal positioning. The existing practical teaching programs for tourism management majors mainly focus on "verifying theories" and "skill operations", lacking comprehensive and systematic practical projects. As a result, they fail to simultaneously enhance students' professional capabilities, innovative thinking, and ability to solve complex problems [6].

Second, severe homogenization. The teaching plans for tourism management talent cultivation in various colleges and universities show a tendency towards convergence. They have not carried out differentiated design and precise positioning based on local tourism projects, characteristics of the tourism economy, and other specific factors.

3.2. Disconnection between practical teaching processes and industrial dynamics

First, outdated teaching content. Textbooks and cases related to tourism management majors are updated slowly, failing to introduce new technologies, standards, and formats in the industry into courses in a timely manner, such as low-carbon travel design, red tourism routes, metaverse travel, and VR travel [7].

Second, simplistic teaching methods. In practical teaching of tourism management majors, schools mainly adopt methods such as on-campus training and simulation operations. Large-scale and extensive training projects in real work scenarios are lacking, as are project-based and inquiry-based teaching activities.

Third, fragmented practical links. Existing activities, such as curriculum experiments, professional internships, and graduation internships in tourism management majors, lack systematic connection and integration, failing to achieve the effect of gradual talent cultivation.

3.3. Weak guarantee and support system for practical teaching

First, a shortage of "dual-qualification" teachers. Most teachers of tourism management majors start teaching directly after graduating from similar majors, lacking practical work experience in tourism enterprises. They have insufficient understanding of frontline tourism positions, talent recruitment, and practical content, and thus lack "dual-qualification" literacy [8].

Second, insufficient depth of school-enterprise cooperation. Cooperation between schools and enterprises remains superficial, mainly involving enterprises providing internship opportunities for students. Enterprises are rarely involved in in-depth talent cultivation activities such as curriculum development, textbook compilation, and training base construction. A benefit-sharing mechanism has not been established.

Third, lagging construction of practical platforms. Schools have stagnated in building training bases for tourism management majors. On one hand, they fail to update relevant software and hardware equipment in a timely manner; on the other hand, the simulated working environment differs greatly from the real workplace. In addition, off-campus internship bases also have problems such as unstable work content and irregular management. Some even treat students as cheap labor, losing their due educational significance [9].

4. Strategies for aligning the practical teaching system of the tourism management major with enterprise needs

4.1. Reconstructing a modular practical curriculum system integrating "posts, courses, competitions, and certifications"

First, curriculum development is based on systematic work processes. Schools should establish special working groups to conduct in-depth enterprise research, analyze core skills required for typical positions such as travel planners, new media operators, and hotel revenue managers, and then transform their work tasks into learning projects. This will help build a progressive curriculum system consisting of "basic skills module—core position module—comprehensive innovation module" [10]. For example, schools can jointly develop courses with cooperative enterprises, using loose-leaf textbooks or work manual-style materials to truly reproduce real enterprise cases and provide students with high-quality learning projects.

Second, promoting in-depth integration of "posts, courses, competitions, and certifications." Schools should integrate and process core job skills, vocational skill competition items, and the content of vocational qualification exams to comprehensively optimize and adjust the existing curriculum system and assessment standards. For instance, the assessment standards of tour guide service competitions and hotel service competitions can be introduced as evaluation requirements for practical teaching; contents of national tour guide qualification exams and customized travel butler certification exams can be integrated into daily teaching activities, so as to achieve the goal of promoting learning through competitions and enhancing teaching through certifications.

Third, introducing project-based learning. Schools should actively establish in-depth cooperation with local scenic spots, travel enterprises, and hotels, and provide students with complete practical projects from research and planning to reporting through real commercial projects. For example, a project task like "designing a marketing plan for a scenic spot during the National Day Golden Week" can be assigned [11], requiring student teams to collect information through on-site investigations and tourist interviews, and then complete the design, planning, and organization of the report.

4.2. Establishing a faculty development mechanism of "two-way flow and collaborative education"

First, implementing a "dual-qualification" teacher training program. Schools should establish a system for teachers to take temporary positions in enterprises and launch a teacher enterprise mobility workstation project. Tourism management teachers are required to participate in enterprise practices regularly, engaging in management, development, logistics, and other positions, with such experiences included in their performance evaluation. For example, it can be stipulated that teachers must accumulate no less than 6 months of practical experience every five years.

Second, establishing a special appointment system for "industry mentors." Schools can establish a talent mutual employment mechanism with cooperative enterprises, hiring technical backbones and management personnel from enterprises as part-time industry mentors to undertake educational tasks such as partial course teaching, practical teaching, graduation project guidance, and lectures. For instance, "industry professor" positions can be set up to attract talent with academic titles and favorable treatment, and a stable pool of part-time teachers can be established.

Third, building a school-enterprise teaching and research community. Schools should organize cooperation between in-school teachers and enterprise experts to form teaching and research teams, and achieve benefit

sharing through cooperative research projects, curriculum development, virtual simulation project development, and other activities. For example, schools can regularly hold "school-enterprise salons" with themes such as industry hotspots and teaching difficulties for discussions to realize knowledge sharing [12].

4.3. Building a practical teaching platform of "integration of virtual and real, symbiosis and sharing"

First, co-constructing "education-oriented" productive training bases. Schools can adopt the "factory-in-school" model to deepen school-enterprise cooperation, where schools provide venues and educational management, and enterprises offer operational and technical support. This forms a new-type practical teaching platform that not only provides internship environments for students but also generates certain benefits, achieving the goal of co-construction, sharing, and win-win [13]. For example, schools can co-establish "teaching hotels" with well-known hotels or cooperate with travel agencies to build "campus tourism service centers", integrating business entities with teaching venues.

Second, developing smart tourism virtual simulation training centers. Schools should leverage technologies such as VR/AR, big data, and artificial intelligence to actively develop and apply virtual simulation teaching software, thereby realizing simulated training services for smart scenic area management, hotel revenue management, and tourism crisis disposal [14]. This compensates for the high costs and risks of real training projects. For instance, schools can apply for national or provincial virtual simulation experimental teaching projects as needed to promote resource opening and sharing.

Third, developing in-depth school-enterprise cooperation alliances. Schools should actively establish a council governance structure, clarify the rights and responsibilities of each cooperative party, set up cooperation development funds, and form a long-term and stable alliance guarantee [15]. For example, schools can cooperate with multiple enterprises to build a "tourism vocational education group", collaboratively formulate talent training programs at the strategic level to achieve professional co-construction and internship co-management.

4.4. Improving the "multi-participation, process-oriented" practical teaching evaluation and feedback mechanism

First, introducing multi-evaluation subjects based on enterprise standards. Schools should change the phenomenon of single evaluation by teachers and involve multiple subjects, such as enterprise mentors, customers, and student team members. For example, a "practical ability e-portfolio" mechanism can be established to systematically record students' performance and achievements in different links and periods.

Second, implementing process-oriented assessment based on ability evidence. Schools should reform the "one-exam determines the result" model and establish assessment indicators from perspectives such as project reports, plan planning, practical operation processes, and team collaboration.

Third, establishing a closed-loop quality feedback and improvement system. Schools can regularly collect feedback on graduate quality from enterprises and the market through questionnaires, and organize alumni and enterprise forums, using this as the basic basis for revising the practical teaching system.

5. Conclusion

In summary, the precise alignment between the practical teaching system of tourism management majors and enterprise needs is built on concepts, curricula, faculty, platforms, and evaluation. Schools must break away

from traditional school-running models, embrace industrial changes with an open attitude, and thus solve the problem of "disconnection" between talent cultivation and market demand. This will deliver more high-quality, compound, and innovative technical and skilled talents for the high-quality development of China's tourism industry.

Disclosure statement

The authors declare no conflict of interest.

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