

Research on the Talent Training Model of Tourism Management in Local Universities Based on the Integration of Production and Education

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Abstract: With the continuous development of China's social economy, the tourism industry has gradually entered a fast track of development. Against this background, society's demand for high-quality tourism management talents is also constantly rising. As an important training base for tourism management talents, university tourism management majors should also further promote the "integration of production and education" talent training model, strengthen the connection between professional teaching and social talent needs, cultivate more high-quality and comprehensive tourism management talents for society, and comprehensively promote the innovation and development of China's tourism industry. This paper discusses the practical value and practical paths of the talent training model of tourism management in local universities based on the integration of production and education, aiming to provide some references for teachers.

Keywords: Local universities; Tourism management major; Integration of production and education; Talent training

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1. Introduction

The "Several Opinions on Deepening the Integration of Production and Education" clearly points out that deepening the integration of production and education and promoting the effective connection between the education chain, talent chain, industrial chain, and innovation chain are urgent requirements for promoting the structural reform of the talent resource supply side. It is of great significance for comprehensively improving education quality, expanding employment and entrepreneurship, promoting economic transformation and upgrading, and cultivating new drivers of economic development under the new situation^[1]. Faced with the current background of increasing social demand for tourism management talents in both quantity and quality, university tourism management majors should also actively innovate the talent training model, break the boundary between industry and teaching, and build a collaborative talent training system based

on the integration of production and education, so as to comprehensively improve the quality and effect of talent training, help students better employment and development, and cultivate more high-quality tourism management talents for society ^[2].

2. Practical value of the talent training model of tourism management in local universities based on the integration of production and education

2.1. Assist students' growth and ensure their employment

The integration of production and education, as the name implies, refers to the in-depth integration of industrial practice and education and teaching. It can provide more opportunities for tourism management students to contact and understand job work, enabling them to exercise their abilities in real job work and improve their professional skills and comprehensive quality ^[3]. At the same time, under this model, students can also learn more new knowledge, new content, new standards, and new policies in the tourism industry, which helps them better plan their career development in the future and enhance their employment competitiveness. In addition, under this model, students can learn new knowledge and skills from real industrial job practice, which is also conducive to the cultivation of their good professional literacy, thus laying a foundation for their better employment and development in the future ^[4].

2.2. Promote educational reform and improve talent training quality

In the new era, society's demand for high-quality tourism management talents is constantly rising. Against this background, the talent training model of university tourism management majors is also in urgent need of innovation and reform. The promotion of the integration of production and education is conducive to the teaching reform and innovation of this major and the comprehensive improvement of talent training quality ^[5]. On the one hand, under this model, professional teachers no longer have to teach centered on textbooks and classrooms as before, but can carry out teaching based on the post practice of industries and enterprises. This can not only improve teachers' comprehensive quality, but also create a new teaching model of tourism management major based on social talent needs, and improve the connection and adaptability of talent training. On the other hand, under this model, the theoretical and practical links of tourism management students will be closer, which helps them integrate learning, thinking, and doing, thus comprehensively improving their comprehensive quality and leading the talent training quality of this major to a higher level.

2.3. Serve enterprise development and drive the local economy

With the continuous development of the tourism industry, the traditional talent training model of tourism management majors is also continuing to innovate and reform. The integration of the production and education model emphasizes in-depth cooperation between universities and enterprises. Its ultimate goal is to improve the talent training quality of institutions of higher learning while transporting more high-quality talents for society and enterprises, effectively solving the employment problem of enterprises and students ^[6]. Therefore, under this model, various links, such as the teaching objectives and teaching process of the tourism management major, should be fully integrated with elements such as enterprise talent needs and practical post-work. Against this background, the talent training quality of this major will surely be effectively improved, thus cultivating more high-quality and comprehensive tourism management talents for society.

3. Practical paths of talent training of tourism management in local universities based on the integration of production and education

3.1. Based on industrial practice, clarify talent training objectives

Objectives are the premise of action. Under the background of the integration of production and education, teachers should deeply grasp the characteristics of this model, clarify the teaching objectives of this major from the perspective of industrial needs, ensure the connection between the talent training of the tourism management major and enterprise talent needs, and thus cultivate more high-quality tourism management talents for society ^[7]. Firstly, it is necessary to go deep into tourism management enterprises to understand the real needs of current enterprises for tourism talents and the specific content of the relevant post work. On this basis, combine talent demand standards with education and teaching, and set the talent training goal on the cultivation of high-quality and comprehensive talents, laying a foundation for the effective development of subsequent education and teaching. Secondly, teachers should also pay attention to starting from the perspective of “student-centered”, and guide students to formulate their own learning goals and career goals based on their current employment plans and industry development trends, so as to promote their better learning and growth ^[8]. Furthermore, teachers can introduce the innovative talent training needs of current industrial demand into teaching from the perspective of the connotation characteristics and value significance of this model, improve the setting of teaching and talent training objectives, and thus provide an effective guarantee for the improvement of the talent training quality of this major ^[9].

3.2. Optimize the education system and ensure talent training effect

For the teaching of tourism management majors in universities, in the process of promoting the collaborative talent training of the integration of production and education, it is necessary to build a matching education system to comprehensively improve the quality of education and teaching, and talent training ^[10]. Firstly, it is necessary to optimize and innovate the curriculum teaching content, and actively introduce the new needs and new content of the current tourism management industry and enterprises into teaching to ensure the effective connection between education and teaching and the future post-work content of students, providing help for their subsequent employment and development. Secondly, in terms of practical teaching, this major should actively connect with tourism enterprises and industries to carry out talent training cooperation on “integration of production and education classes”, providing students with opportunities for practice and internship in enterprises, so as to break the boundary between the talent training chain and demand chain and effectively improve the quality and effect of talent training ^[11]. Furthermore, it is necessary to innovate the professional teaching model and build a new teaching system for the tourism management major, suitable for the integration of production and education. Specifically, project-based and task-based teaching models can be introduced into teaching to promote the in-depth integration of students’ theoretical learning and practical operation, enabling them to effectively help the cultivation of their professional abilities and comprehensive quality through “learning by doing” and “doing by learning” ^[12]. In addition, it is necessary to innovate and optimize the teaching evaluation system of this major, that is, on the basis of the previous teacher evaluation, actively introduce multiple subjects to bring more comprehensive ideas and inspiration to students, and promote their better learning and growth. For example, in the teaching process, guide students to comment and interact with each other to promote mutual learning and common progress; jointly invite personnel from the tourism management industry and enterprises to comment on students’ learning and practice, and put forward corresponding guiding suggestions from the perspective of professionals, so as to promote the improvement of students’ learning effect

and the development of comprehensive quality.

3.3. Improve teacher team construction and enhance talent training quality

Teachers are the foundation of education. As guides and assistants in educational activities, the level of teachers' own abilities and qualities directly affects students' learning and development. Faced with the current background of increasing social demand for tourism management talents in both quantity and quality, this major should also actively promote the construction and improvement of the teacher team, so as to lay a foundation for the improvement of the talent training quality of this major. Firstly, universities should do a good job in teacher training. For example, they can actively connect with relevant experts and professionals from tourism enterprises, then organize corresponding seminars and training sessions to bring more advanced concepts and knowledge to teachers, strengthen teachers' understanding of the tourism industry and enterprise talent needs, and change teachers' educational concepts ^[13]. On this basis, teachers can be organized to take on temporary posts or internships in enterprises to help them deeply understand the new trends and changes in the current development of the tourism industry and strengthen their cognition of specific post skills and talent needs. Secondly, professional teachers can be organized to set up teaching and research groups based on the integration of production and education, to jointly discuss and analyze practical problems in current education and teaching, and explore effective paths for promoting the integration of production and education model, so as to provide a guarantee for the improvement of talent training quality ^[14]. Furthermore, attention can be paid to introducing professional talents from enterprises as part-time teachers to supplement the school's teacher team, enabling them to form a good complementary relationship with the school's professional teachers, make up for the insufficient educational ability of professional teachers in practical operation and post work, bring more "front-line" knowledge and skills education to students, promote the improvement of the overall level and quality of the teacher team, and lay a foundation for the improvement of the talent training quality of this major.

3.4. Focus on resource integration and strengthen base construction

The high-quality development model of the integration of production and education should also pay attention to the construction of practical bases in the process of promotion. This also requires university tourism management majors to actively connect with enterprises, and on this basis, fully integrate the resources of both parties to build professional and modern practical bases, providing a platform for students' professional knowledge learning and skill practice, and promoting the cultivation and development of their comprehensive quality. Firstly, the tourism management major should actively connect with tourism enterprises and industries in society to jointly build tourism management practical bases based on the advantages of both parties in venues, funds, talents and other aspects, so as to provide a platform for the effective promotion of the integration of production and education model and the development of students' comprehensive quality ^[15]. For example, Hainan Vocational University of Science and Technology has actively promoted the construction of the integration of production and education bases, carried out cooperation with enterprises on bases, and given play to the advantages of the school's bases and teachers, and enterprises' funds and technology to build a comprehensive "college graduate employment and internship base." This base will provide complete venues, advanced equipment, diverse posts, and senior teachers. At the same time, the base is designed to simulate a real tourism management working environment, providing students with a learning and practical platform close to actual work, so as to promote the development of students' professional abilities and comprehensive quality. Secondly, universities should actively promote the "digital" and "intelligent" upgrading of base construction

based on the current development of the tourism management industry. For example, digital practical operating systems and digital analysis tools can be introduced to create scenarios in line with the current digital upgrading and development of the tourism industry, bringing more development opportunities for students and promoting their growth and development. Furthermore, universities and enterprises should establish a collaborative management mechanism based on base management to ensure the effective operation of the base. For example, the school can assign professional teachers of tourism management, and enterprises can select senior industry practitioners to jointly serve as base managers and practical training instructors, providing students with “theory + practice” two-dimensional guidance. On this basis, combined with relevant projects and internship assessment and evaluation systems, process evaluation can be implemented in a base practical training to promote the effective development of practical talent training work and lead to the effective improvement of the talent training quality of this major.

4. Conclusion

In summary, in the new era, actively promoting the integration of the production and education model has become an important direction for the teaching reform of university tourism management majors. In this regard, universities and teachers should also deeply recognize the connotation, significance and value of this model, and on this basis, continuously use scientific and effective paths and methods to create a new teaching model of tourism management major based on the integration of production and education, so as to strengthen the connection between the teaching of this major and talent training, and deeply integrate talent training with the current talent needs of the tourism industry, so as to promote students’ employment and development, and at the same time transport more high-quality and comprehensive tourism management talents for society, truly realizing the goal of promoting win-win results for all parties through the integration of production and education.

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