

Research and Practice on the Progressive Training Model of Meizhou Hakka Cuisine Cooking Talents Based on the Integration of Industry and Education and Work-Study Alternation

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Abstract: The development of Meizhou Hakka cuisine relies on the role of professional cooking talents. Higher vocational colleges serve as the platform for cultivating cooking talents. Among various training models, the implementation of the progressive talent training model featuring the integration of industry and education and work-study alternation is conducive to carrying out talent cultivation activities, improving the effectiveness of professional talent development, and effectively meeting the needs of market development. From the perspective of Meizhou Hakka cuisine cooking talents, this paper analyzes the problems existing in the implementation of the industry-education integration and work-study alternation model, and puts forward specific practical strategies for talent cultivation. The purpose is to enhance the training effect of Hakka cuisine cooking talents and provide reference for the subsequent optimization of professional teaching.

Keywords: Integration of industry and education; Work-study alternation; Meizhou Hakka cuisine; Progressive talent training

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1. Introduction

Meizhou Hakka cuisine is an important part of Hakka culture, embodying the unique dietary and cultural habits of the Hakka people. With the development of the catering industry, people's demand for food culture is constantly increasing, bringing new development opportunities to Hakka cuisine. However, the talent cultivation of Meizhou Hakka cuisine cooking is facing many challenges, making it difficult to meet the development needs of the industry. The integration of industry and education and work-study alternation are helpful to improve talent cultivation activities, enhance the effectiveness of Meizhou Hakka cuisine cooking professional education, exert positive application value, promote the inheritance and innovation of Hakka food culture, and

thus achieve good results in talent cultivation.

2. Problems existing in the mode of industry-education integration and work-study alternation in higher vocational colleges

2.1. Poor connection in the curriculum system

From the perspective of cultivating Meizhou Hakka cuisine cooking talents, the curriculum design for secondary and higher vocational education lacks systematic planning, showing problems such as duplicated content and unclear hierarchical differentiation. In both secondary vocational and higher vocational stages, the knowledge and skills training in Hakka cuisine cooking courses lacks a progressive relationship, which easily leads to problems like repeated learning and knowledge gaps among students ^[1]. For example, basic cooking methods are covered in both secondary and higher vocational courses, but the differences in the depth and breadth of teaching are not obvious. This not only causes a waste of resources but also fails to meet the needs of students' growth, hindering the step-by-step improvement of their skills. At the same time, the post-vocational training lacks connection with professional courses and fails to align with industry development and job requirements, resulting in students being unable to receive forward-looking technical training.

2.2. Lack of connection between culture and professional programs

In the cultivation of Hakka cuisine cooking talents, higher vocational colleges have not conducted in-depth exploration of Hakka food culture. In teaching practice, emphasis is usually placed on the teaching of cooking skills, while the integration of the spiritual connotation of traditional Hakka food culture is neglected. Although students can master certain cooking techniques, it is difficult for them to understand the connotations of frugality and craftsmanship embodied in Hakka cuisine, leading to a lack of inheritance of cultural connotations ^[2]. Additionally, due to the singularity of cultural inheritance forms, it is difficult to effectively integrate Hakka culture with professional teaching. This leads to students' lack of enthusiasm for learning Hakka culture and easily gives rise to the problem of discontinuity in the inheritance of Hakka food culture.

2.3. Poor evaluation effect of work-study alternation

In the talent cultivation of Hakka cuisine cooking in higher vocational colleges, the evaluation of work-study alternation plays an important role. However, from the perspective of actual classroom teaching, the current evaluation focuses on students' work performance and enterprise feedback, with the problem of a single evaluation subject. It is difficult to conduct a comprehensive evaluation of students in terms of their learning process and professional quality ^[3]. At the same time, the setting of evaluation criteria lacks scientific rationality, as it overemphasizes results while ignoring process-oriented evaluation, making it difficult to accurately and effectively reflect students' growth.

2.4. Insufficient depth of integration between colleges and enterprises

With the development of the new era, people's food culture has undergone significant changes. Meizhou Hakka cuisine, as a local cuisine, has a relatively limited influence. To achieve development and expansion, colleges need to attach importance to talent cultivation, and enterprises should promptly convey market demands ^[4]. Currently, catering enterprises rarely participate in the formulation of talent cultivation plans in higher vocational colleges, and there is a lack of effective interaction regarding teaching plans and content.

3. Integration of production and education, practical strategies for cultivating Meizhou Hakka cuisine cooking talents under the work-study alternation model

3.1. Improve the curriculum connection mechanism and enhance professional skills

Higher vocational colleges (HVCs) need to take CBE (Competency-Based Education) as the core, break down the curriculum barriers between secondary vocational education and higher vocational education, and reconstruct the curriculum system in accordance with the stepped principle. In the secondary vocational education stage, the teaching of Meizhou Hakka cuisine cooking should focus on improving students' basic competencies, and actively offer courses such as Hot Dish Preparation and Food Carving. Practical training helps students master Hakka cuisine cooking techniques and properly handle ingredients, laying a solid foundation for their subsequent knowledge learning. For example, when teaching the content of hot dish preparation, students can systematically learn and understand the preparation method of Meicai Kourou (Braised Pork with Preserved Vegetables), a traditional Hakka hot dish. They will master skills in ingredient selection, processing, and cooking, and conduct comprehensive practical operations.

HVCs should attach importance to enhancing students' management and innovation capabilities, and effectively improve their professional skills through courses such as banquet design and nutritional menu planning.

For the construction of the Banquet Design course, students are required to proficiently master dish matching methods, understand banquet theme planning and services, with a focus on cultivating their comprehensive management and innovation qualities ^[5]. The Nutritional Menu Planning course helps students master nutritional knowledge proficiently, enabling them to match Hakka cuisine banquets according to the needs of different customers.

In addition, during the post-employment phase, attention should be paid to the frontiers of Hakka cuisine cooking technology, and various courses should be actively offered, such as Hakka Banquet Cuisine Seminar and Innovation of Classic Hakka Dishes. HVCs can invite experts and backbone practitioners to help students grasp the demand of Meizhou's food market and the development trend of Hakka cuisine cooking. Students are encouraged to participate in the innovation of Hakka cuisine to effectively improve the quality of Hakka cuisine and enhance its market competitiveness. For instance, practitioners who understand traditional Hakka classic dishes can carry out reasonable improvement and innovation, this not only preserves the traditional flavor, but also integrates advanced cooking technology and health concepts, effectively meeting the taste needs of consumers in the new era.

3.2. Give play to the role of Hakka culture and realize cultural empowerment

First, attach importance to the infiltration of the spiritual connotation of Hakka cuisine and adjust teaching activities at various stages. Starting from the secondary vocational education stage, the spiritual connotation of Hakka cuisine can be integrated, textbook compilation can be adjusted, and professional teaching activities can be improved. Schools can compile school-based teaching materials that introduce the preparation of Hakka cuisine and explain in detail the concepts of frugality and craftsmanship embodied in various dishes. For example, when teaching the preparation of Niang Doufu (Stuffed Tofu), teachers should not only explain its preparation methods, but also introduce the origin of the dish: during the period of material scarcity, the Hakka people made full use of tofu and minced meat to create this delicious dish, which reflects their wisdom of frugality ^[6]. Teachers can guide students to select fresh ingredients, embodying the concept of natural diet. Based on this, teachers can use teaching methods such as in-class lectures and case studies to help students gain an intuitive understanding of Hakka dietary culture and enhance their sense of identity and pride in it. In

the teaching of HVCs, the content of Hakka banquet design should be taught, with Hakka cultural elements integrated to adjust the banquet design ^[7]. Teachers can focus on highlighting Hakka cultural characteristics from the perspectives of banquet conception and tableware selection. For example, a banquet simulation activity can be organized with the theme of “Hakka New Year Flavors”, and the naming of dishes can also reflect Hakka cultural characteristics. The implementation of such teaching practices allows students to experience Hakka culture and effectively improve their cultural literacy.

Second, build a hub for “Master Studios”. Higher vocational colleges can take Chen Gangwen’s National-Level Studio as the core to integrate a variety of resources, including those from enterprises and industry associations, and create a favorable education environment. The studio can undertake tasks such as Hakka cuisine cooking and professional talent cultivation. On one hand, master studios can carry out regular cooking skill training and exchanges, and invite industry masters to share their exquisite cooking techniques and experience ^[8]. On the other hand, master studios can communicate with enterprises to conduct research and development of classic Hakka dishes. They can improve and innovate dishes based on market and consumer demands, developing dishes with market competitiveness ^[9]. At the same time, master studios should actively engage in the exploration and organization of Hakka dietary culture, integrate Hakka dietary culture into dish research and development and talent cultivation activities, and promote the integration of cultural inheritance and industrial development.

3.3. Optimize the work-study alternation evaluation system and improve practical talent cultivation

First, attach importance to the diversification of evaluation subjects. Higher vocational colleges can develop evaluation subjects, involving teachers, students, and corporate mentors, among others. Among these subjects, teachers can conduct effective evaluation activities based on their expertise and skills in Meizhou Hakka cuisine. They should pay attention to students’ individual situations and gain an understanding of their academic performance in class and practical performance ^[10]. Corporate mentors need to focus on areas such as students’ practical abilities, professional qualities, and work attitudes when carrying out evaluations. They should understand students’ performance during internships at enterprises, and provide objective evaluation opinions based on their work performance. Students can engage in self-evaluation and peer evaluation activities: self-evaluation encourages students to reflect on themselves and actively participate in the learning of culinary knowledge, enabling them to summarize the gains and shortcomings from their work-study alternation; peer evaluation allows them to learn from others’ strengths and clearly identify their own problems. For example, after students complete their internships in catering enterprises, teachers, corporate mentors, and the students themselves can jointly assess the students’ performance, conduct a scientific evaluation by synthesizing their various qualities, and formulate a comprehensive evaluation report.

Second, attach importance to the improvement of multi-dimensional evaluation criteria. Higher vocational colleges should align with the teaching situation of Hakka cuisine cooking and evaluate students in aspects such as their learning attitude, participation level, and knowledge acquisition throughout the professional learning process. For the improvement of vocational skills, it is necessary to focus on assessing students’ abilities, and identify their capabilities in areas like cooking and management demonstrated during the work-study alternation phase. Regarding culinary professional literacy, teachers need to evaluate students’ competencies, such as teamwork and communication skills. In terms of work outcomes, teachers can conduct scientific and reasonable evaluations by considering students’ individual circumstances, and examining aspects like their

completion of work tasks and innovative achievements ^[11]. For example, for students who participate in the preparation of corporate banquets, evaluations can focus on the quality of the dishes they prepare. Additionally, it is necessary to assess their role in teamwork and whether they meet customer needs. By implementing multi-angle evaluation criteria, the growth and progress of students during the work-study alternation phase can be comprehensively and accurately reflected.

Third, actively improve the evaluation and feedback mechanism. Higher vocational colleges should attach importance to the development of this mechanism, provide timely feedback on evaluation results, and facilitate adjustments for students, teachers, and enterprises. Regarding feedback on student evaluations, teachers and corporate mentors can communicate with students, conduct in-depth analysis of the evaluation results, identify potential problems, and put forward targeted improvement suggestions ^[12]. Meanwhile, teachers and enterprises need to improve teaching and practical training based on evaluation feedback, adjust teaching content and methods, and make teaching more targeted. For example, through evaluation activities, teachers can identify students' shortcomings in the innovation of banquet dishes ^[13]. Furthermore, in subsequent professional teaching, relevant courses and practical sessions can be appropriately increased; enterprises can provide students with more opportunities for dish innovation, thereby supporting their all-round development.

3.4. Build a “dual-qualified” teacher team to guarantee teaching activities

HVCs can encourage teachers to participate in practical training in Meizhou-based Hakka cuisine catering enterprises. During their placement in these enterprises, teachers can engage in work such as dish cooking and enterprise management. Through enterprise practice, professional teachers can gain a clear understanding of industry trends, learn advanced Hakka cuisine cooking techniques, and enrich their practical experience, laying a solid foundation for subsequent professional practical teaching ^[14]. For example, HVCs can cooperate with local catering enterprises in Meizhou, set regular intervals, and arrange for teachers to participate in practical training. During the practice period, teachers can be involved in enterprise operations and dish research and development, accumulate more experience, and effectively adjust classroom teaching activities to align teaching with industry needs.

In addition, HVCs need to attract talents from Meizhou's catering enterprises to build a part-time teacher team. By recruiting talents from enterprises, HVCs can strengthen the communication between full-time and part-time teachers, help them enrich practical experience, and master better Hakka cuisine cooking skills. Part-time teachers can bring enterprise experience and cutting-edge industry knowledge to enrich professional courses and help students understand real-world cases ^[15]. For instance, renowned Meizhou Hakka cuisine chefs can serve as part-time teachers at HVCs. They can visit the campus regularly to deliver lectures and provide practical guidance, helping students master more exquisite cooking techniques, gain a better understanding of industry development trends, expand their horizons, and effectively improve their professional quality, laying a solid foundation for their future employment.

4. Conclusion

In summary, based on the integration of industry and education and the work-study alternation model, HVCs can adjust the talent cultivation activities for Meizhou Hakka cuisine cooking, build a systematic project, and carry out comprehensive innovation from multiple perspectives. Specifically, HVCs can improve the curriculum connection mechanism to facilitate teaching exchanges between secondary and higher vocational education;

meanwhile, they can strengthen the construction of the teacher team, encourage teachers to participate in enterprise practice, and ensure the smooth implementation of subsequent professional talent cultivation. By adjusting the talent cultivation activities, HVCs can cultivate a group of professional talents, thereby promoting the promotion and inheritance of Meizhou Hakka cuisine.

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