

The Three Main Logic of the Reform of Catering Major in Higher Vocational Colleges Integrating Curriculum Ideological and Political Education under the Perspective of Industry-University-Research Collaborative Education

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Abstract: In the context of the deepening of vocational education reform and integration of industry and education in the new era, the ideological and political construction of catering courses in higher vocational colleges has become an important path to improve the quality of education and cultivate compound talents. This paper takes the significance of the reform of catering majors in higher vocational colleges that integrates ideological and political courses as the starting point. This paper discusses the problems of the disconnection between ideological and political education and professional education, the lack of a school-enterprise cooperation practice platform, and the urgent need to improve the teaching staff in the current ideological and political course construction. This paper proposes strategies such as strengthening the integration of ideological and political education and professional education, deepening the construction of the practice platform of integration of industry and education, and strengthening teacher training and teaching staff construction, which provides some references for promoting the comprehensive development of catering majors in higher vocational colleges in China.

Keywords: Ideological and political education in courses; Catering major; Industry-university-research collaboration; Higher vocational colleges

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1. Introduction

With the continuous development and deepening of higher vocational education in China, the role of vocational education in cultivating high-quality skilled talents has become increasingly prominent. Under the background

of the country's vigorous promotion of the integration of industry and education and the concept of moral education, the professional teaching reform of higher vocational colleges has gradually entered a stage of in-depth adjustment with equal emphasis on morality and skills^[1]. As an important part of vocational education, the education reform of the catering major is related to the supply quality of industry talents and is closely related to the improvement of students' comprehensive quality. As an important part of the service industry, the catering industry requires practitioners to have solid professional skills and a higher moral cultivation and social responsibility^[2]. Therefore, in the teaching of catering majors in higher vocational colleges, how to integrate ideological and political education into professional courses and realize the organic integration of curriculum ideological and political education and professional education has become a key issue that needs to be solved urgently.

The courses are a concrete manifestation of the integration of ideological and political education into professional education in an all-round and full-process manner. By organically embedding ideological and political education into the teaching process of professional courses, students can subtly accept ideological and political education while learning professional skills, and establish correct values, professional views, and world views^[3]. Therefore, ideological and political education in courses is an innovation in educational concepts and an effective strategy to achieve the balance of moral and technical values in vocational education. For the catering major, integrating ideological and political education into course teaching can help students master cooking skills and catering management capabilities while enhancing their sense of professional ethics and sense of responsibility to serve society, which is conducive to cultivating high-quality catering talents that better meet the needs of the industry.

This article takes the collaborative education and development of industry, academia, and research as the background, and combines the current status of catering major construction in higher vocational colleges, to propose a reform path that can organically combine ideological and political education with higher vocational catering professional education, and provide reference for the curriculum ideological and political reform of China's higher vocational education in the new era.

2. The significance of the reform of catering majors in higher vocational colleges integrating ideological and political courses

2.1. Implementing the fundamental task of cultivating morality and educating people

In the continuous reform and development of China's education system, the fundamental task of education, moral education, has been established as the core goal of talent cultivation in the new era^[4]. For higher vocational colleges, cultivating technical talents with high-quality professional abilities is the purpose of running schools. In this process, how to effectively integrate ideological and political education with professional skills education has become the key to implementing the fundamental task of moral education.

Integrating ideological and political education is an important way to achieve the simultaneous development of students' ideological and political literacy and professional skills. As a core area of the service industry, practitioners in the catering industry need to have superb professional skills, as well as a strong sense of service, responsibility, and professional ethics, which are directly related to the health and sustainability of the industry's development. Simply relying on professional courses for skill training makes it difficult to fully meet society's comprehensive quality requirements for catering practitioners. In this context, the integration of

ideological and political education in courses is particularly important. By implanting ideological and political content such as socialist core values, professional ethics, and social responsibility into catering professional courses, students can be guided to gradually establish correct values, career views, and outlooks on life while learning professional skills.

2.2. Improving the quality of catering professional education

Integrating ideological and political education into courses can effectively expand the teaching dimension of catering professional courses, enrich course content, and enhance students' learning experience. By integrating ideological and political education into professional teaching, the teaching content has expanded from simple skill teaching to multiple levels including social responsibility, professional ethics, legal awareness, and so on, giving the course a deeper ideological connotation. The expansion of course content has effectively improved the depth of the course and enabled students to have a more comprehensive and in-depth understanding of the industry during the learning process. Students can learn "how to do it" and "why to do it", and understand the industry's ethical norms and social responsibility behind the technical operation. The multi-level education model has greatly improved the teaching effect of the catering major, made the course content more systematic and comprehensive, and promoted the improvement of education quality.

2.3. Promoting the all-round development of students

Integrating ideological and political education into courses can promote the cultivation of students' innovative consciousness and comprehensive abilities, and promote the development of students' multi-dimensional abilities. The integration of ideological and political education into courses allows students to no longer be limited to technical operations and skill acquisition in the process of professional learning. It can also inspire them to think deeply about industry development and social needs through the guidance of ideological and political content^[5]. Discussing issues such as sustainable development, food safety, and social responsibility in the catering industry in the course can inspire students to understand the future development direction of the industry from a broader perspective, and propose solutions to practical problems through innovative thinking. The cultivation of this ability can effectively improve students' comprehensive quality and also make them more competitive and adaptable in their future career development, and able to cope with the challenges of industry changes and social needs.

3. Current problems in the ideological and political construction of catering courses in higher vocational colleges

3.1. Ideological and political education is out of touch with catering professional teaching

There is a separation between ideological and political education and the teaching objectives of professional courses. The teaching of catering majors in higher vocational colleges mainly focuses on the imparting of skill operations and industry knowledge. Teachers will pay more attention to how to improve students' technical level and practical operation ability, and emphasize students' performance and efficiency in practical training operations. At the same time, ideological and political education focuses on the cultivation of moral education, values, and social responsibility. The difference in teaching objectives between the two makes it difficult for teachers to take both aspects into account during the teaching process. They will regard ideological and political education as an independent part unrelated to professional education, and ignore the important role of

ideological and political education in the formation of students' professional literacy.

For ideological and political education and the teaching content of catering majors, there is a lack of systematic and integrated planning in the course design. The teaching content of professional courses mostly revolves around practical areas such as cooking skills, food safety, and catering management, while the content of ideological and political education focuses on macro-level education such as socialist core values, professional ethics, and social responsibility. The two lack an organic connection in content. In course design, the content of ideological and political education is usually mechanically embedded in certain theoretical courses, or only taught through some specific ideological and political courses, while professional teachers rarely take the initiative to incorporate ideological and political elements into their skill courses. Due to the lack of a systematic design specifically for ideological and political courses, the connection between ideological and political education and professional teaching is loose, and ideological and political content is weakened or marginalized in teaching, so students cannot naturally receive ideological and political education in the process of learning professional skills.

3.2. Lack of a practical platform for school-enterprise cooperation

Vocational education in the catering industry is essentially a highly applied education model. Students' professional abilities need to be cultivated not only in school classrooms and training rooms but also through practical training in real corporate environments. However, in the existing curriculum ideological and political system, the practical platform for school-enterprise cooperation has not been fully built, resulting in the inability of students' ideological and political education and vocational skills education in school to effectively connect with the actual needs and professional ethics requirements of enterprises. The disconnection between theory and practice weakens the educational effect of curriculum ideological and political education and also limits students' deep understanding of professional ethics and social responsibility in enterprises.

The internship practice of catering majors in higher vocational colleges is usually concentrated in on-campus training bases or short-term corporate internships, but the practice platform focuses more on skill training and ignores the cultivation of students' professional qualities and ideological and political content. In most cases, students' internship tasks mainly revolve around specific operations such as catering services and food preparation, while less attention is paid to content closely related to ideological and political education, such as corporate culture, professional ethics, and social responsibility. The lack of ideological and political elements in practical teaching will cause students to focus only on skill improvement in practice, ignoring the professional ethics and social responsibilities that should be in the catering industry, further exacerbating the separation of ideological and political courses and practical teaching.

3.3. The teaching staff needs to be improved

Most of the teachers in the catering profession are technical talents and lack a deep understanding and grasp of ideological and political education theory. Since the training background of these teachers is mainly concentrated in the practice of the catering industry, they are limited by their professional orientation and tend to focus more on technical operations and practical links in the teaching process. They do not have a sufficient understanding of the importance and connotation of ideological and political education, which limits their ability to organically integrate ideological and political education into the curriculum, making ideological and political education in professional courses often superficial and unable to achieve in-depth and systematic

teaching effects.

Many ideological and political teachers have a solid foundation in ideological and political theory, but they lack practical knowledge and industry experience in the catering industry. The lack of professional knowledge has led to the inability of ideological and political teachers to effectively combine ideological and political education content with the actual needs of the catering industry in the process of integration with catering professional courses. Due to the lack of in-depth understanding of the professional characteristics and industry culture of the catering industry, ideological and political teachers can only rely on abstract theoretical explanations in teaching and are unable to combine the actual industry and students' career development needs to conduct effective education in the teaching process. Ideological and political education that is divorced from the actual industry makes it difficult to resonate with students, making it impossible to organically combine ideological and political courses with professional courses in content and form, affecting the implementation effect of ideological and political courses.

4. Reform strategies for catering majors in vocational colleges integrating curriculum ideological and political education under the background of collaborative education between industry, academia, and research

4.1. Strengthen the integration of ideological and political education and higher vocational catering professional education

Optimization and reconstruction of the curriculum system. When designing the curriculum, higher vocational colleges should naturally embed ideological and political education content into the core courses of the catering major to achieve explicit and implicit integration of ideological and political education. On the one hand, teachers can directly incorporate ideological and political content such as socialist core values, professional ethics, and food safety responsibilities into the course syllabus, so that they can be taught simultaneously with professional knowledge such as cooking skills and catering management. On the other hand, in the selection of teaching cases and practical operation training, it is necessary to focus on introducing the moral issues and social responsibility in the catering industry, guide students to think about and internalize the core content of ideological and political education in practice, and enable students to master professional skills while deeply understanding professional ethics and social responsibilities, to ensure that the educational goal of cultivating both morality and skills is achieved.

Innovation in teaching methods. Traditional teaching methods are mostly separated from theoretical teaching and practical operation, which easily leads to superficial ideological and political education. In the teaching process of catering majors in higher vocational colleges, attention should be paid to the practice and life of ideological and political elements, to avoid ideological and political education remaining only at the level of classroom teaching. Instead, flexible and diverse teaching methods should be used to enable students to experience the importance of ideological and political education in actual professional operations. In the teaching scenario of simulated catering services, teachers can set up scenarios involving food safety, professional ethics, and service ethics, requiring students not only to complete operations following technical specifications but also to think about how to adhere to professional ethics and social responsibilities in actual work. By embedding ideological and political content into skill training, students can more intuitively understand the requirements of professional literacy, and repeatedly practice these values in operations, so that ideological and political education can be integrated into daily learning and operations, and the integrity and

coherence of teaching can be enhanced.

4.2. Strengthen the integration of industry and education and actively build a practical platform

Education resources should be promoted through the deepening of the school-enterprise cooperation mechanism to form a long-term and stable cooperative relationship. Schools and catering companies can jointly establish training bases and practical teaching platforms to ensure that students can carry out skills training in real professional scenarios. Cooperation can provide students with more practical opportunities, and also allow the company's professional norms, cultural concepts, and management models to directly affect students' professional behavior and professional quality. In the process of building a practical platform, colleges and enterprises should jointly participate in the formulation of teaching plans to ensure that students can receive systematic and targeted guidance and assessment during the practical training process, and improve the scientificity and effectiveness of practical teaching.

Schools and enterprises can jointly develop practical courses or projects to introduce actual work tasks in enterprises into the teaching process. Schools can work with catering companies to design course projects based on actual production processes, allowing students to simulate production and management situations in enterprises during on-campus training, or participate in real catering services, food preparation, and other projects under the guidance of the enterprise. With the help of the project-based teaching model, students can apply what they have learned in a real working environment and improve their ability to solve practical problems. Enterprise experts and technicians can also directly participate in the teaching process as practical mentors or part-time teachers to guide students to complete practical training tasks and provide students with technical guidance based on industry standards, which is conducive to continuously improving students' professional skills and enabling students to gradually adapt to the company's culture and management requirements during the learning process, laying the foundation for future career development.

4.3. Strengthen teacher training and promote the construction of teaching staff

Vocational colleges should build a systematic training mechanism and carry out stratified and classified training for the different needs of professional teachers and ideological and political teachers. For professional teachers, the training content should focus on improving ideological and political theoretical literacy, the application of ideological and political teaching methods, and how to organically combine ideological and political content with catering professional knowledge. Vocational colleges can invite experts and scholars in the field of ideological and political education and outstanding ideological and political teachers to give special lectures or workshops to help professional teachers understand the core concepts of ideological and political courses and master effective teaching strategies.

To ensure the long-term and systematic nature of teacher training, schools should also establish long-term teacher training plans and include teacher training as an important part of teacher professional development. Vocational colleges can cooperate with well-known domestic and foreign colleges or industry associations to jointly formulate training standards and evaluation systems for curriculum ideological and political education, and provide teachers with more learning and communication platforms. Teaching seminars, experience exchange meetings, and other activities should be organized regularly to encourage teachers to share their teaching experience in curriculum ideological and political education, exchange successful cases and difficulties

in teaching, and form a good teaching atmosphere and a mechanism for common progress throughout the school. Colleges and universities can set up special training funds for curriculum ideological and political education to support teachers to participate in training programs or academic conferences in related fields at home and abroad, and expand their academic horizons and teaching ideas.

5. Conclusion

The promotion of collaborative education between industry, academia, and research and the full integration of ideological and political education in courses indicate that the deep connection between education and social and industrial needs has become an irreversible trend, which requires higher vocational education to not only focus on the improvement of student's professional skills but also pay attention to the cultivation of their ideological and political qualities, social responsibility, and professional ethics. By breaking the boundaries between traditional professional education and ideological and political education and forming a talent training system with both moral and technical training as the core, educators can better respond to the demand for high-quality compound talents in the modern catering industry.

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