

Research on Innovation of Integration between Industry and Education and Collaborative Education Model for Tourism Management Specialty

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Abstract: With the in-depth implementation of education reform, the tourism management major in colleges and universities should keep pace with the times and adopt novel teaching methods and education models to improve the effect and efficiency of personnel training. To promote the smooth implementation of the reform work, colleges and universities should be based on their own learning situation, combined with the characteristics of tourism management professionals, and actively explore the integration of production and education collaborative education mode, to improve the quality of tourism management professional teaching while providing ideas for professional talent training. This paper takes the function of the integration of production and education as the entry point to explore the existing problems and mode innovation strategies in the school-enterprise cooperative education of tourism management major, to improve the education level of this major and provide useful references for the teaching of front-line teachers.

Keywords: Tourism management major; Integration of industry and education; Cooperative education; Model innovation

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1. Introduction

With the rapid development of the economy and the improvement of people's living standards, tourism has emerged. Against this background, strengthening the training of professional talents to meet the needs of society has become one of the important issues in front of tourism management majors in universities. Attaching importance to the integration of production and education and strengthening cooperative education is not only an important way to complete the subject but also conducive to improving the quality of talent training.

2. The function of the integration of production and education

In recent years, the integration of production and education has gradually become a major focus of research. As a novel teaching mode, it lays more emphasis on practicality and practicability in personnel training, pays attention to the integration of educational content and industry development, and takes social needs as important guidance, to set relevant goals and programs for personnel training^[1]. The teaching system in this model follows scientific principles, such as the pursuit of consistency in majors, content, and standards, and emphasizes the balance between theoretical teaching and practical needs, so that the theoretical knowledge and practical learning of students can be coordinated and consistent. In the course arrangement, the pursuit of consistency with industry settings, to ensure that students' learning content is in line with market needs. The teaching content is based on the current management mode of the enterprise. It pays attention to the cultivation and cultivation of students' modern management thinking so that students can fully understand the enterprise culture, and master the contents of enterprise product design, enterprise management, brand building, and so on, laying the foundation for students to apply the knowledge in the future. The mode of personnel training pays more attention to the integration of theory and practice, the so-called integration refers to the pursuit of systematic and comprehensive theoretical knowledge. In contrast, practical learning pays attention to efficiency and high quality, that is, through systematic and comprehensive theoretical knowledge learning to lay the foundation for the subsequent practice. The full implementation of practical activities paves the way for further consolidating theoretical knowledge. In addition, it also pays attention to the in-depth exploration and utilization of social resources, to play the linkage effect of school enterprises and society^[2].

Collaborative education refers to transferring the responsibility of education from the school to the enterprise, the society, and the school based on the traditional education model. The role played by enterprises is no longer the output of resources, but one of educators, that is, enterprises carry out talent training according to their own needs^[2]. Schools are no longer solely responsible for the education and training of students but based on their own school-running characteristics and teaching level, while respecting opinions and suggestions from society and enterprises, setting up openness for the teaching system, and co-developing the teaching system with enterprises. The two sides jointly design and improve the curriculum system through collaborative teaching and education mechanisms, and on this basis, attach importance to the training of double-qualified teachers, vigorously build training bases and platforms, so that the internal mechanism of collaborative education can give full play to its effects, and improve the training of practical, innovative and application-oriented talents. Let the cultivation of talents develop in multiple dimensions, systems, and forms^[3].

In short, the collaborative education model is based on social needs and has unique advantages in talent training, such as comprehensiveness and practicality. Therefore, improving the application frequency of the education model and paying attention to its application innovation has become one of the important topics in front of relevant educators at this stage^[4]. The talent training of tourism management should not be divorced from the basic law of market development. That is to say, its core is the pursuit of coordination and consistency with the market economy so that students can complete the study of administration, management, and other theories in school, and master the relevant knowledge of enterprise management through the study, laying the foundation for the future professional work. With the integration of production and education, this education model is conducive to students mastering the content and intrinsic essence of the major. From the perspective of school development, this model can help make up for the shortcomings in teachers' teaching and lay a foundation for students to master professional knowledge and skills by providing a platform for practical training. From the perspective of enterprise

development, this education model optimizes the existing talent selection mechanism of enterprises, creates new promotion space for employees, helps enterprises reduce labor costs, and solves their labor shortage problem, so that the cultivated talents can better meet the needs of enterprises^[5].

3. Problems existing in university-enterprise cooperation education of tourism management majors

3.1. Insufficient depth of cooperation

Although the integration of industry and education and school-enterprise cooperation in tourism management has improved the quality of talent training, the two sides still have the problem of insufficient depth of cooperation, and enterprises are not very active in participating in teaching and education^[6]. Although some enterprises and schools have established cooperative relations, the cooperation content is less, and the cooperation has not been carried out in the aspects of organizational culture and function.

3.2. Simple way of cooperation

In terms of university-enterprise cooperative education, the tourism management major has a single cooperation mode, which is mainly oriented toward education and enterprise naming. There is a lack of cooperation in education mechanisms and school-based curricula. In addition, in terms of education platforms and core skills training, there is also a situation of fragmentation^[7].

3.3. Backward personnel training mode

At present, the school-enterprise cooperation implemented in China is limited by material and financial resources, and the progress is not satisfactory. That is, the training venues or equipment provided by enterprises cannot meet the practical needs of the profession. Although this form of cooperation is conducive to improving the effectiveness of the integration of industry and education, due to the low emphasis of schools and enterprises on human resources, enterprises do not deeply participate in school education, and the talents cultivated by schools cannot participate in enterprise practice. In terms of the supply of material resources, enterprises often select resources from internal resources, and cannot integrate local social and industrial resources, which leads to a narrow dimension of cooperation.

3.4. Lack of cooperation platforms

The smooth implementation of the integration of industry and education needs to rely on a solid platform, through the establishment of a platform involving multiple subjects, to lay a cornerstone for students to deeply participate in enterprise practice. Due to the temporary and non-storable characteristics of tourism industry services, there is a lack of carrying platform for cooperation in education between schools and enterprises, which makes it impossible to realize the cooperation in education of this major.

4. The innovation path of tourism management professional integration between industry and education collaborative education model

4.1. Improving the education mechanism to provide a solid guarantee for talent training

The development of tourism management needs to be in line with the pace of the market economy. While creating

a good business environment for enterprises, attention should also be paid to the implementation of the coordinated development model between universities and enterprises, and a series of support and incentive policies should be introduced to add impetus to the development of the tourism industry^[8]. The coordinated development of the two and the deep integration of the common interests will not only help to expand the cooperation space between each other but also provide a guarantee for the training of professional talents.

4.1.1. Improve supporting policies

The high-quality development of enterprises cannot be separated from the integration of production and education, and the smooth implementation of the integration requires a large amount of capital investment, which will inevitably increase the cost of operation^[9]. Education and training are not achieved overnight, but a long-term process. To reduce the economic pressure on the enterprise side, relevant departments should be based on the actual situation of local regional economic development, promote the deep integration of industry, university, and research, pay attention to the actual needs of enterprises, formulate relevant policies, such as giving financial and talent subsidies. In addition, relevant government departments should also build practice bases with enterprises and universities and lay a cornerstone for the implementation of the collaborative education model through financial support^[10].

4.1.2. Improve the collaborative system

Relevant government departments should encourage the establishment of cooperative relationships between schools and enterprises, and promote the deepening of cooperation so that schools can receive high-quality enterprises and promote cooperation between them through matchmaking. In practical work, the cooperation mode should be continuously optimized, and the traditional cooperation form should say goodbye, that is, the cooperation should be carried out in the way of exchanging outstanding talents, so that the enterprise culture, craftsman spirit, and ethics can go out of the enterprise door and be integrated into daily teaching. Ensure the connection between talent cultivation and employment, so that the cultivated talents can better meet the needs of society. Attach importance to the contact between universities and industry associations, jointly discuss and formulate talent training plans, establish and improve the curriculum system, and set the course content according to the principle of corresponding theory and practice courses. On this basis, specify the specific hours of practice courses, and set up a practice center, which is jointly responsible for the course arrangement and the mutual transformation between industry, university, and research institutes^[11].

4.2. Set school-based courses according to the needs of the industry to improve the teaching effect

The implementation of this education model should pay attention to the teaching and curriculum reform of tourism management majors, focusing on laying the foundation for school-enterprise cooperation by updating teaching concepts and strengthening the construction of teachers according to the needs of the industry. The so-called change of educational concept is a prerequisite for the reform, that is, colleges and universities should pay attention to the change of teaching and education mode, that is, from the previous mode of knowledge imparting to the mode of emphasizing students' ability training^[12]. For the major of tourism management, it is necessary to update the course content and ensure that the course design is in line with the latest trends in industry development and market demand. For example, digital tourism is very popular in recent years. For this reason, courses in this field

can be added to improve students' practical ability and their cognition level of the development of the industry and eliminate their blind psychology in professional learning.

At the same time, the key to the success of teaching reform is to have a strong team of teachers. To this end, it is necessary to constantly improve the teaching level, academic ability, and practical teaching-related literacy of the teacher team. To this end, colleges and universities can hold workshops for teacher training, introduce industry experts, and other ways to raise the comprehensive quality of teachers to a new height. For example, Beijing Hospitality Institute has nearly 200 full-time teachers, among which more than 60% of the teachers have rich working experience as hotel executives. At the same time, it also employs domestic and foreign experts, scholars, and consultants to participate in teaching deeply, and carries out talent training through internal training and external introduction. In addition, the BHI Teaching Division will arrange for teachers to take on industry secondments during the summer to "recharge." Continuing to promote the integration of production and education is conducive to enriching the teaching methods and making it closer to the actual industry. At the same time, it is also of positive significance to stimulate and extend students' interest in professional learning and improve their learning efficiency and effect ^[13].

The cooperation projects implemented by the schools and enterprises provide a platform for students to apply theoretical knowledge. The in-depth cooperation with hotels, travel agencies, and other enterprises, such as practical projects, enterprise production, and operation activities, provides students with a real learning and working environment, which is convenient for them to learn knowledge and master skills, and is conducive to improving their ability to solve problems. In addition, the cooperation between schools and enterprises is also conducive to updating the educational content, laying a foundation for the docking of education and industry needs. To improve the effect of cooperation, universities should start with the establishment of a cooperation mechanism and set up a coordination body, to lay a cornerstone for the smooth implementation of cooperation projects and the advancement of the student internship process ^[14].

4.3. Promote a high degree of connection between practical teaching and industry, and build practical training bases

The implementation of practical teaching cannot be separated from the construction of a practical training base, which mainly includes two types: on-campus and off-campus. The on-campus use of teaching hotels and restaurants for practical training; while off-campus cooperation with related industries and enterprises such as travel agencies, scenic spots, and high-star hotels to build training bases. Among them, the practical training room in the school is responsible for daily practical training, while the latter is responsible for satisfying students' practical learning such as internship, which often has a relatively complete process. The practical training base jointly built by the school and the enterprise effectively links the practical teaching and the production process of the industry, and its teaching standards and the post standards of the enterprise should be pursued to communicate. At the same time, based on the practical training base, it can help the transformation and upgrading of the enterprise based on following the cognitive laws about practice. The cognitive law is analyzed and summarized, and it is found that it consists of four stages, which are cognition first, practice later, cognition again, and practice again. These four stages correspond to the learning stage of college students respectively, that is, freshmen mainly visit enterprises, and learn basic theoretical knowledge, to have a primary cognition of the industry. The sophomore year is mainly for learning professional courses, carrying out practical teaching, effectively linking theory with practice, and testing the learning effect of students' knowledge and skills in a small scope, which

is mainly a practical test. The junior year mainly focuses on professional improvement, which is to integrate comprehensiveness and application into teaching to achieve the goal of improving students' practical ability. In the senior year, universities guide students to practice in enterprises, so that they can apply the theoretical knowledge they have learned to practical work.

4.4. Expand collaborative forms to achieve mutual benefit and win-win results

4.4.1. Establish a platform for collaborative education

When establishing a collaborative education platform, universities should not go blindly but should emphasize scientific methods, that is, combine the needs of the development of the times, let industry and industry hand in hand, and lay the foundation for online and offline integration. For example, the government and local industry associations are leading, the school and enterprise jointly build a practice base and experience base, etc., and establish a co-management mechanism to improve the utilization rate of the practice base. In addition, the corresponding concept store can be established in the school factory to build a new platform, which is semi-production in nature. At the same time, an online platform based on the integration of production and education can also be established to provide students with collaborative management, information release and sharing, and other related services by uploading information from both sides, to provide a platform for interested students and enterprises, to improve the employment rate of students and help enterprises solve the problem of labor shortage. In this platform, when there are short-term projects such as tourism product sales and project promotion, students can be encouraged to participate actively.

4.4.2. Strengthen core skills training

Based on the platform of the integration of production and education, to promote collaborative education between schools and enterprises, attention should be paid to the cultivation of students' core skills. To this end, universities can start with the establishment of relevant workshops for skill masters, take extracurricular practice and practice during graduation as the basis, and guide students to change their cognition, so that they can smoothly transition from cognitive apprentice to prospective apprentice, then apprentice, then prospective employee, and finally become enterprise employee. Through practical activities, we can cultivate students' explaining abilities and improve their comprehensive literacy.

5. Conclusion

The innovation of the mode of integration of industry and education in tourism management is not achieved overnight, nor will it be smooth sailing. It requires long-term efforts and sincere cooperation of relevant workers so that higher education can give full play to its efficacy and better serve social and economic development. This paper first expounds on the function of the integration of production and education in collaborative education, analyzes the problems existing in the school-enterprise cooperative education of tourism management major, and on this basis, explores the innovation path of the education model, to promote the high-quality development of tourism management major, promote the development and accumulation of human resources of schools and enterprises, and improve the quality of personnel training.

Disclosure statement

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