

The Reconstruction of The Talent Training Model Integrating Industry and Education in Higher Vocational Colleges Majoring in Tourism Management.

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Abstract: This paper further reveals the specific manifestations of these issues through current situation analysis, such as an excessive proportion of theoretical courses, predominant classroom theoretical teaching, teacher-centered lectures, in-school teaching as the main mode, assessment methods based on examinations and assignments, and graduation projects primarily focused on paper writing. In response to the above problems, this study proposes a restructuring strategy for the talent cultivation model of higher vocational tourism management majors that integrates industry and education. That is, adjusting from "theoretical courses as the main" to "increasing the proportion of practical courses", from "classroom theoretical teaching as the main" to "integration of theory and practice", from "teacher-centered lectures" to "student-centered", from "in-school teaching as the main" to "complementary in-school and off-campus teaching", from "assessment methods based on examinations and assignments" to "assessment methods based on production", and from "paper writing as the main focus of graduation projects" to "significantly increasing the proportion of graduation projects". These strategies aim to adapt to industry changes, enhance students' practical abilities and professional qualities, and cultivate high-quality tourism management talents that meet market demands.

Keywords: Higher vocational education; tourism management major; talent training mode reconstruction.

1. Introduction

1.1. Research background

Tourism management, as one of the important disciplines in higher vocational colleges, the reform and innovation of its talent training model are particularly important. At present, the state and education departments have put forward new requirements and guidelines for the talent training model of tourism management majors in higher vocational colleges, aiming to cultivate high-quality tourism management talents with solid theoretical foundation, strong practical ability, and good professional ethics. In recent years, the country has attached great importance to the development of vocational education, issued a series of policy documents, emphasizing the need to strengthen the integration of industry and education, school-enterprise cooperation, and promote the deep integration of vocational education and industrial development. The Ministry of Education has also repeatedly emphasized the need to deepen educational and teaching reforms, innovate talent training models, and improve the quality of talent cultivation. Against this background, the tourism management majors in higher vocational colleges have actively responded to the calls of the state and education departments, and have made many beneficial attempts. For example, increasing practical courses, strengthening the construction of training bases, and carrying out school-enterprise cooperation projects, aiming to enhance students' practical abilities and professional ethics.

1.2. Literature Review

Despite these attempts, there are still many problems in the talent training model of tourism management majors in higher vocational colleges. The traditional problems of emphasizing theoretical courses, single teaching methods, and weak connection with the industry are still prominent, which leads

to students' difficulty in applying what they have learned to practice and lack of competitiveness in practical work. In addition, the assessment method focuses too much on the memorization and recitation of theoretical knowledge, neglecting the examination of students' practical ability and professional quality, which also restricts the improvement of talent training quality. In response to these problems, the academic community has conducted extensive and in-depth research.

Zhang Hua et al. (2018) pointed out in their research that problems such as the dominance of theoretical courses, monotonous teaching methods, and weak industry connections are still prominent [1]. These issues make it difficult for students to apply what they have learned to practical work, lacking competitiveness. In response to these problems, scholars have put forward a variety of reform suggestions. On one hand, Li Ming et al. (2020) emphasized that higher vocational colleges' tourism management majors should pay more attention to the cultivation of practical abilities, strengthen cooperation and communication with enterprises, and achieve the integration of industry and education [2]. They pointed out that deep cooperation with enterprises can provide more practical opportunities for students and enhance their practical abilities. On the other hand, Wang Fang (2021) proposed to innovate teaching methods and assessment methods to stimulate students' interest and initiative in learning, and improve their practical abilities and professional literacy [3]. She suggested adopting project-based learning, case analysis, and other teaching methods, as well as diversified assessment methods such as practical reports and project displays, to comprehensively evaluate students' abilities.

Furthermore, Zhao Lei et al. (2022) through a comparative analysis of talent cultivation models in higher vocational tourism management majors at home and abroad, pointed out

that some advanced practices and experiences from foreign countries are worth learning from [4]. For instance, some foreign higher vocational colleges emphasize cultivating students' innovative thinking and cross-cultural communication skills, expanding their international horizons through methods like international exchanges and overseas internships. These experiences provide new insights for the educational and teaching reform of the tourism management major in our country's higher vocational colleges.

Furthermore, scholars have proposed many beneficial research and suggestions for specific issues. In response to the scarcity of practical opportunities, Wu Qiang (2022) pointed out that the proportion of practical courses should be increased, and a diversified practical teaching system should be constructed [5]. He suggests providing more practical opportunities for students by establishing off-campus internship bases, carrying out internship training projects, and organizing social practices, thereby enhancing their practical abilities and employment competitiveness.

In response to the issue of a single assessment method, Zhou Li (2023) proposes that multiple assessment methods should be adopted, such as practical reports, project presentations, and oral defenses, in order to comprehensively evaluate students' abilities and qualities [6]. She believes that this diversified assessment method can better reflect the actual level of students and promote their comprehensive development.

Finally, in view of the limited international perspective, Yang Fan et al. (2023) emphasized that international exchanges and cooperation should be strengthened to broaden students' international horizons [7]. They suggested improving students' cross-cultural communication skills and international competitiveness through cooperating with well-known international tourism enterprises, carrying out overseas internship projects, and inviting foreign experts to teach.

These studies provide useful references and models for the reform of talent training modes in higher vocational colleges' tourism management. Against this backdrop, it is particularly necessary and urgent to restructure the traditional talent training model of tourism management in higher vocational colleges. This research aims to deeply analyze the current status and issues of the talent training model in higher vocational colleges' tourism management major, and in line with the new requirements and guidelines from the national and educational departments, to propose practical and feasible reform measures. By adjusting the curriculum structure, innovating teaching methods, and improving assessment methods, the goal is to cultivate more high-quality tourism management talents with practical capabilities and professional ethics, providing strong talent support for the sustainable and healthy development of the tourism industry.

1.3. Research ideas

This study will first sort out and analyze the current situation and existing problems of talent cultivation mode in tourism management majors of higher vocational colleges. Then, combined with relevant domestic and foreign research literature and practical experience, targeted reform measures will be proposed. Finally, through empirical research and case analysis, the effectiveness and feasibility of the reform measures will be verified, providing a beneficial reference for the education and teaching reform of tourism management majors in higher vocational colleges. Please write the

literature review of the above content according to the requirements of the literature review of Chinese core academic papers, and also need to add some related literature reviews, and also mark the cited achievements in the text, and attach the references at the end.

2. Analysis of the Current Situation

After a long period of practice and improvement, although the traditional talent training model of tourism management major in higher vocational colleges has achieved certain results, there are still core problems that urgently need to be solved, such as the disconnection between theory and practice, the single teaching method, and the weak connection with the industry.

2.1. Focus on Theoretical Courses

In the traditional training mode of tourism management major in higher vocational colleges, theoretical courses occupy an absolute dominant position. Students mainly learn various theoretical knowledge of tourism management in the classroom, while practical courses are relatively few. Even if there is a practical link, it is usually carried out in a simulated environment, lacking real work scenarios and situations. In addition, due to the limited resources of practical courses, such as insufficient internship bases and outdated practical equipment, students' practical opportunities are limited. This traditional training mode has led to difficulties for students to apply what they have learned to practice in their actual work.

2.2. Focus on classroom theoretical teaching

In the traditional training model of tourism management majors in higher vocational colleges, teaching is mainly conducted in classrooms, where teachers often adopt traditional teaching methods such as lecturing and PPT demonstrations. Students primarily listen and take notes in class, with limited interaction and discussion with teachers. Although there are occasionally case analyses or group discussions, these activities often lack depth and breadth. Moreover, the singularity of teaching methods also leads to a lack of interest and motivation for students in learning. This traditional training model makes it difficult for students to truly understand and master knowledge, and even more challenging to apply what they have learned to practical work.

2.3. Teacher-centered Instruction

In the traditional training model of tourism management majors in higher vocational colleges, the classroom is mainly dominated by the lecture of teachers, and students are in a passive position to accept knowledge. Teachers explain a lot of theoretical knowledge in class, and students need to listen carefully and take notes. Although there are sometimes opportunities for questions or answers, these sessions often lack real interaction and feedback. Moreover, due to the limited understanding of teachers on students' needs and interests, they often struggle to provide personalized teaching support. This traditional training model leads to a lack of sense of participation and belonging among students, making it difficult for them to unleash their learning potential and innovative capabilities.

2.4. In-school teaching

In the traditional training model of tourism management majors in higher vocational colleges, teaching is mainly conducted on campus, lacking close contact with the industry.

Although students can learn a lot of theoretical knowledge in school, they know little about the actual situation and development trend of the tourism industry. The school may organize some lectures or seminars to introduce industry trends, but these activities are often lack of depth and breadth. In addition, due to the lack of cooperation between schools and enterprises, students lack practical opportunities and career development guidance. This traditional training model results in students lacking competitiveness in the job market.

2.5. Assessment through Examinations and Assignments

In the traditional training model of tourism management majors in higher vocational colleges, the assessment methods are mainly exams and assignments. Students need to take a closed-book exam at the end of the semester to test their mastery of the knowledge learned. At the same time, they also need to complete some assignments to consolidate the knowledge they have learned. However, these assessment methods often place too much emphasis on the memorization and recitation of theoretical knowledge, neglecting the examination of students' practical abilities and professional competencies. Moreover, because the assessment methods are disconnected from enterprise needs and industry standards, students often struggle to adapt to the requirements of actual work scenarios. This traditional training model leads to students feeling lost in their practical work.

2.6. Writing-Intensive Courses

In the traditional training model of the tourism management major in higher vocational colleges, graduation design mainly consists of writing theses. Students are required to complete a thesis that complies with academic standards within a specified time to demonstrate their understanding and application of the knowledge they have learned. However, this form of graduation design often places too much emphasis on the exposition and analysis of theoretical knowledge, neglecting the assessment of students' practical abilities and innovative consciousness. Moreover, due to the lack of cooperation and practical opportunities with enterprises in the graduation design, students often find it difficult to apply the knowledge they have learned to actual work. This traditional training model results in students lacking competitiveness in their career development after graduation.

3. Reconstruction of Personnel Training

The transformation of the traditional talent training model in higher vocational colleges' tourism management majors is imperative, aiming to adapt to industry changes and enhance students' practical abilities and professional competencies. The main adjustment strategies include increasing practical courses, promoting the integration of theory and practice, establishing a student-centered teaching model, and constructing an output-oriented assessment system as well as enriching the forms of graduation projects (As shown in fig. 1). These adjustments are crucial for cultivating high-quality tourism management talents that meet market demands.

3.1. Adjusting from "Theoretical Courses as the Main" to "Increasing the Proportion of Practical Courses"

In the talent training model of tourism management major in higher vocational colleges, theoretical courses do provide students with a solid theoretical foundation, but too much emphasis on theory can lead to a lack of practical operation ability and difficulty in adapting to the rapid changes in the tourism industry. With the development of the tourism industry, market demand has placed higher requirements on the practical abilities of talents. Therefore, increasing the proportion of practical courses is not only the key to enhancing the employability of students, but also an important way to cultivate high-quality talents that meet the needs of the industry. Through practical courses, students can more intuitively understand theoretical knowledge, improve their problem-solving ability, and cultivate innovative thinking and teamwork ability in practice.

In order to optimize the talent training mode of tourism management major in higher vocational colleges, the curriculum structure should be gradually adjusted. Specifically, the class hours of theoretical courses should be reduced, and the class hours and credits of practical courses should be correspondingly increased to ensure that the proportion of practical courses in the total curriculum reaches a reasonable level. At the same time, strengthen the cooperation with tourism enterprises, establish stable off-campus practice bases, provide students with abundant practice opportunities, and pay attention to the construction of on-campus training bases, equipped with advanced facilities and equipment, to simulate the real working environment. In addition, introduce enterprise tutors and industry experts to provide students with professional practice guidance and evaluation, and establish a scientific practice evaluation system to objectively and comprehensively evaluate the practice results of students, so as to further enhance their practice ability and professional qualities.

3.2. Adjusting from "Classroom-based Theoretical Teaching" to "Integration of Theory and Practice"

Traditional classroom theory teaching often focuses on the impartation of knowledge, but lacks connection with reality, making it difficult for students to apply what they have learned to their actual work. In the context of the integration of industry and education, the fusion of theory and practice is particularly important. Through the integration of theory and practice, students can understand knowledge more deeply, improve their problem-solving abilities, and cultivate innovative and critical thinking in practice.

In order to improve the quality of talent cultivation in higher vocational colleges majoring in tourism management, it is necessary to reform teaching methods, adopting case teaching, project-driven and other teaching methods, and closely integrating theoretical knowledge with practical operation. By deeply analyzing cases, students can understand the practical application scenarios of knowledge; while the project-driven teaching method allows students to consolidate theoretical knowledge in practice and enhance their practical ability. At the same time, develop practical courses, such as tourism route design, hotel management, etc., allowing students to complete actual projects in the course,

further training their operational capabilities. In addition, strengthen cooperation with enterprises in industry-university-research, jointly carry out scientific research projects and industry practices, encourage students to actively participate, apply theoretical knowledge to solve practical problems, and provide more practical opportunities and career development guidance for students through this platform, thereby comprehensively improving the comprehensive quality and employment competitiveness of students.

3.3. Shift from "Teacher-centered" to "Student-centered"

The traditional teaching model is primarily lecture-based, with students passively receiving knowledge, lacking initiative and creativity. In the context of industry-education integration, student-centered teaching models become particularly important. Student-centered teaching models can stimulate students' interest and initiative in learning, cultivating their self-learning abilities and critical thinking. At the same time, through student-centered teaching models, teachers can better understand students' needs and interests, providing them with personalized teaching support.

In order to improve the teaching quality of tourism management major in higher vocational colleges, it is necessary to innovate teaching methods, adopt flipped classroom and group discussion modes, and make students the main body of the classroom. Flipped classroom allows students to learn theoretical knowledge independently before class, while classroom time is focused on discussion and practice, and group discussion promotes mutual learning and common progress among students. At the same time, students are encouraged to participate in course design and teaching evaluation. By respecting students' opinions and suggestions, the participation and satisfaction of students are improved, and teachers are helped to understand the teaching effect and adjust teaching strategies in time. In addition, establish student learning files, track learning progress and achievements, provide personalized learning support and guidance for students, and meet their different learning needs.

3.4. Adjusting from "School-Based Teaching" to "Complementary In- and Out-of-School Teaching"

Traditional talent training models are often confined to on-campus teaching, lacking close connections with the industry. In the context of the integration of industry and education, the complementarity of on-campus and off-campus teaching is particularly important. Through the complementarity of on-campus and off-campus teaching, students can better understand the development of the industry and market demand, improving their professional competence and practical abilities. At the same time, through cooperation with enterprises, schools can understand the needs and talent standards of enterprises, providing more targeted guidance for talent cultivation.

To enhance the practical teaching and industry relevance of the tourism management major in higher vocational colleges, it is necessary to deepen school-enterprise cooperation, jointly develop courses and teaching resources, achieve resource sharing and complementary advantages, and ensure that the course content is closely aligned with industry needs. At the same time, students should be arranged to participate in internships and practical training in enterprises to

experience the industry work firsthand, thereby improving their professional and practical abilities. In addition, regular invitations should be made for enterprise experts and industry leaders to hold lectures and seminars on campus, providing students with cutting-edge industry information and career development guidance, assisting them in keeping up with industry trends, grasping developmental trends, and laying a solid foundation for their future career paths.

3.5. Adjusting from "Assessment by Examination and Assignment" to "Assessment by Production"

Traditional assessment methods mainly rely on exams and assignments, which cannot fully reflect students' actual abilities and professional competencies. In the context of the integration of industry and education, assessment through industrial practices becomes particularly important. By using industrial practices as an assessment method, students' practical abilities and professional competencies can be more accurately evaluated, motivating them to actively participate in practical activities and improve their practical skills. At the same time, assessment through industrial practices can also promote cooperation between schools and enterprises to jointly cultivate students' practical abilities.

In order to establish a production-oriented assessment system for the tourism management major in higher vocational colleges, it is necessary to take the student's practical achievements and project performances as the core assessment basis, so as to comprehensively evaluate their practical abilities and professional qualities. At the same time, introducing enterprise evaluation and industry certification mechanisms ensures the objectivity and fairness of the assessment results. Furthermore, students are actively encouraged to participate in school-enterprise cooperation projects, and the outcomes of these projects are included in the assessment scope. Through this approach, students can gain a deeper understanding of industry needs and enterprise standards, continuously improving themselves in practice and enhancing their employability.

3.6. Adjustment from "Thesis Writing as the Main" to "Significantly Increasing the Proportion of Graduation Design"

Traditional graduation projects often focus on paper writing, lacking a comprehensive assessment of students' practical abilities. In the context of the integration of industry and education, significantly increasing the proportion of graduation projects has become particularly important. By substantially increasing the ratio of graduation projects, students' practical skills and innovative consciousness can be enhanced, allowing them to better apply theoretical knowledge in their future work. At the same time, through graduation projects, students can understand the cutting-edge trends in industry development and technological innovation points, preparing them for their future career development.

To achieve the teaching reform of the talent training model of the integration of industry and education in higher vocational colleges majoring in tourism management, the specific adjustment paths are as follows: firstly, the graduation design form should be diversified, and students should be encouraged to carry out innovative design and research, such as developing tourist routes, designing hotel service projects, etc.; secondly, cooperation with enterprises

to carry out graduation design projects should be strengthened so that students can complete tasks in a real working environment and gain a deeper understanding of industry needs and enterprise standards; at the same time, the establishment of graduation design guidance and evaluation mechanisms should be improved to ensure the quality and effectiveness of graduation design, and students should be encouraged to transform their achievements into practical products or services to contribute to the development of the industry and society; in addition, it is necessary to adjust the curriculum structure and increase the proportion of practical

courses; innovate teaching methods, such as using flipped classrooms, group discussions, etc., to enhance student participation; reform the assessment method, establish a production-oriented assessment system, and introduce enterprise evaluation and industry certification; these reform measures aim to cultivate more high-quality tourism management talents with practical abilities and professional qualities, and promote the in-depth cooperation and exchanges between schools and enterprises to jointly promote the sustainable development and innovation of the tourism industry.

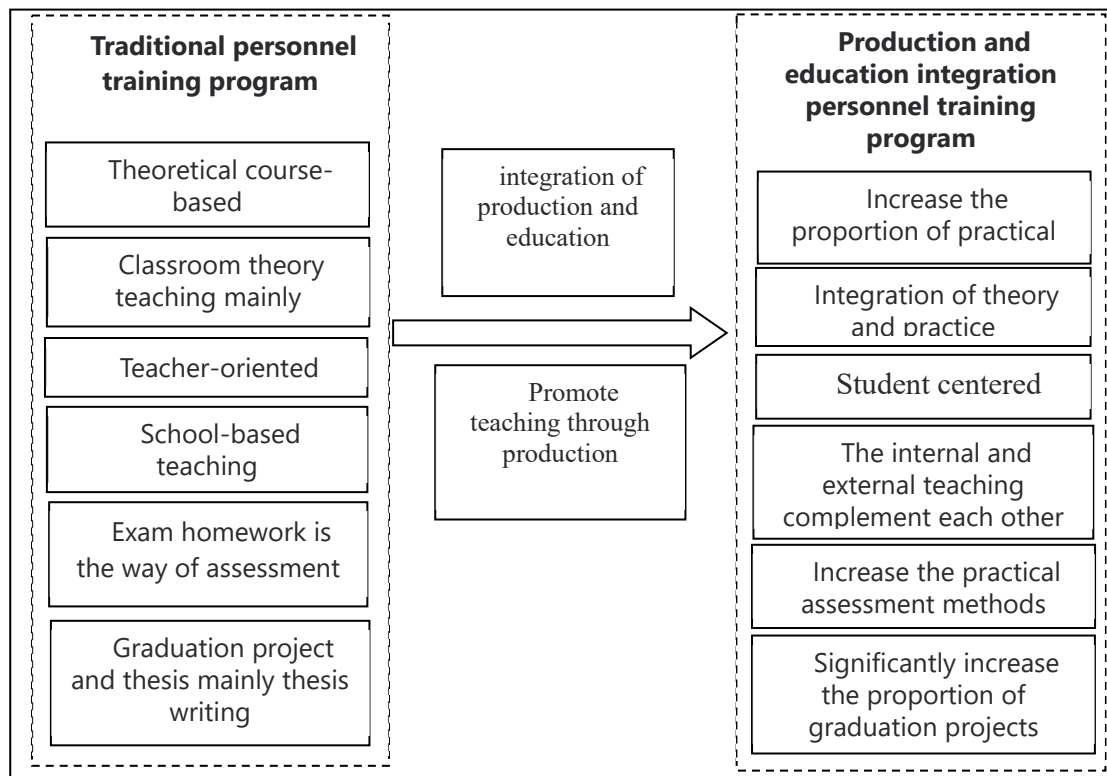


Figure 1. Reconstruction of Talent Training Model in Tourism Management Major of Higher Vocational Colleges

4. Research Conclusions and Recommendations

4.1. Conclusion

This study conducts an in-depth analysis and discussion on the talent training model of tourism management majors in higher vocational colleges. Through literature review and current situation analysis, we found that there are many problems in the current talent training model of tourism management majors in higher vocational colleges, such as the disconnection between theory and practice, the single teaching method, and the weak connection with the industry. These problems seriously restrict the improvement of the quality of talent training, resulting in students' difficulties in applying what they have learned to practice in their actual work, and lack of competitiveness.

Addressing the aforementioned issues, this study proposes strategies for the reconstruction of the talent training model in the tourism management major at higher vocational colleges, including increasing the proportion of practical courses, promoting the integration of theory and practice, establishing a student-centered teaching model, constructing an output-oriented assessment system, and enriching the forms of graduation projects. These strategies aim to adapt to industry

changes, enhance students' practical abilities and professional competencies, and cultivate high-quality tourism management talents that meet market demands.

By implementing these restructuring strategies, we expect to significantly improve the quality of talent cultivation in the tourism management majors of higher vocational colleges. Specifically, students' practical abilities will be significantly improved, allowing them to better adapt to the rapid changes in the tourism industry; at the same time, students' professional literacy will also be cultivated, including teamwork, innovative thinking, and critical thinking, which will help them achieve better development in their future careers.

4.2. Recommendations

To further promote the reform and development of the industry-education integration talent training model in higher vocational colleges majoring in tourism management, this study proposes the following suggestions:

(1) Strengthen policy guidance and support

National and local governments should issue more policy measures to support the integration of industry and education in tourism management majors of higher vocational colleges, including financial support and tax incentives, to encourage

schools and enterprises to participate more actively in the integration of industry and education. At the same time, a sound evaluation mechanism for the integration of industry and education should be established, and the cooperation achievements of schools and enterprises should be regularly evaluated and fed back to continuously optimize the cooperation model and improve the cooperation effect.

(2) Deepening school-enterprise cooperation and exchanges

Higher vocational colleges should strengthen cooperation and communication with tourism enterprises, jointly develop courses and teaching resources, and achieve resource sharing and complementary advantages. Schools can invite enterprise experts and industry leaders to hold lectures and seminars on campus, providing students with frontier information and career development guidance in the industry; at the same time, schools can also arrange for students to go to enterprises for internships and practical training, personally experience the work of the industry, and enhance their professional quality and practical abilities.

(3) Innovating Teaching Methods and Assessment Approaches

Higher vocational colleges majoring in tourism management should innovate teaching methods and assessment approaches to stimulate students' interest and initiative in learning. Case teaching, project-driven teaching methods can be adopted to closely integrate theoretical knowledge with practical operations; at the same time, teaching models such as flipped classrooms and group discussions can be used to make students the main body of the classroom. In terms of assessment methods, a production-oriented assessment system should be established, using students' practical achievements and project performances as the core basis for assessment, to comprehensively evaluate their practical abilities and professional qualities.

(4) Strengthen the Construction of Training Bases and Practical Teaching

Higher vocational colleges should increase their investment in the construction of practical training bases, equipping them with advanced facilities and equipment to simulate real work environments. At the same time, they should strengthen cooperation with enterprises to establish stable off-campus internship bases, providing students with abundant practical opportunities. During the practical teaching process, attention should be paid to cultivating students' practical abilities and innovative consciousness, allowing them to continuously learn and grow through practice.

(5) Promote the Training of International Talents

With the globalization of the tourism industry, higher vocational colleges specializing in tourism management should focus on cultivating students' international perspective and cross-cultural communication skills. This can be achieved by collaborating with internationally renowned tourism

enterprises, offering overseas internship programs, and inviting foreign experts to teach, thereby broadening students' international horizons. At the same time, strengthening exchanges and cooperation with international educational institutions can jointly promote the process of international talent cultivation.

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