

Integration of Industry and Education Leads to High Quality Employment for China's Secondary Tourism Students

-- Theoretical Logic and Realization Way

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Abstract: Under the double background of the 20th Party Congress re-emphasizing the deepening of the integration of industry and education as well as the official implementation of the new Vocational Education Law of the People's Republic of China, the trend of relying on vocational education for industrial development and upgrading has become unstoppable. Tourism is a pillar industry of China's economy, and tourism employees not only need to have good professional qualities, but also need to have standardized job service skills, and even more need to adapt to the relevant requirements of intelligent tourism in the information age. Employment is the basis of people's livelihood, and the high-quality development of employment is an effective guarantee for building socialism with Chinese characteristics in the new era. Combining the data comparison and analysis of the employment salary of secondary tourism students with the national average salary of all industries from 2013 to 2022, it is found that the employment of secondary tourism students has not yet formed a high-quality development, and then according to the development mode of integration of industry and education, it tries to put forward measures to lead the high-quality development of the employment of secondary tourism students, and cultivate high-quality applied talents for the construction of socialism with Chinese characteristics in the new era.

Keywords: Integration of industry and education; Secondary tourism; High quality development.

1. Introductory

The concept of high-quality development was first introduced in the 2017 report of the 19th Party Congress, which suggested that China's economy had shifted from a stage of high-speed growth to a stage of high-quality development. "High-quality development is the primary task of comprehensively building a modern socialist country"[1]. At present, China's economy has steadily stepped into the stage of high-quality development, as the micro body of macroeconomic development and an important constituent of meso-industrial development, the level and quality of enterprise development directly affects the quality and efficiency of economic development[2]. Education is the root of a country, and education boosts the sustainable development of economy and society. Vocational education and general education go hand in hand in our current national education system. As the foundation of vocational education, secondary education plays a pivotal role in vocational education. China's rapid economic and social development, economic "new normal" drive vocational education "new normal". The integration of industry and education is not only the background of the times of the development of secondary education, but also the wind vane of its development, the integration of industry and education has brought new opportunities and development to secondary vocational education[3]. Secondary vocational education focuses on cultivating technical and practical talents at the front line of the industry. Entering the new era, the talent cultivation goal of secondary vocational education changes with it, not only to integrate Xi Jinping's socialist thought with Chinese characteristics in the new era, patriotic education, socialist core values and other ideological and political elements

throughout the entire process of secondary education, but also to require secondary vocational colleges and universities to cultivate technical and skilled talents whose practical skills are developed in conjunction with the theoretical level[4]. The State Council issued Several Opinions on Deepening the Integration of Industry and Education in 2017, with the aim of deeply promoting the structural reform of the supply side of human resources. Following this, the National Conference on Vocational Education was held in April 2021 in Beijing. The conference made a series of major deployments centered on deepening the integration of industry and education, school-enterprise cooperation, advancing the reform of the mode of schooling, management system and guarantee mechanism, accelerating the construction of a modern vocational education system, and cultivating more competent craftsmen and great national artisans. Although the tourism-related professional courses of secondary vocational colleges and universities are constantly advancing with the times, they always lack professional characteristics and fail to realize "zero error" with the goal of cultivating talents in the new era[5]. Nowadays, the secondary tourism related professional students are responsible for restoring the tourism industry economy, therefore, the secondary tourism related professional should be more in-depth integration of industry and education, and through the integration of industry and education to lead the employment of secondary tourism direction students to realize the development of high quality.

2. Status of Employment Quality of Secondary School Tourism Graduates

2.1. Data sources and analytical methods

In this paper, from the CSMAR database, the Annual Report on the Quality of Secondary Vocational Education (2022), with 2013 as the time point, we extracted the employment salary data of secondary tourism students as well as the salary data of the whole industry, and carried out a data comparison and analysis of the two, and the results of the analysis are shown in Figure 1:

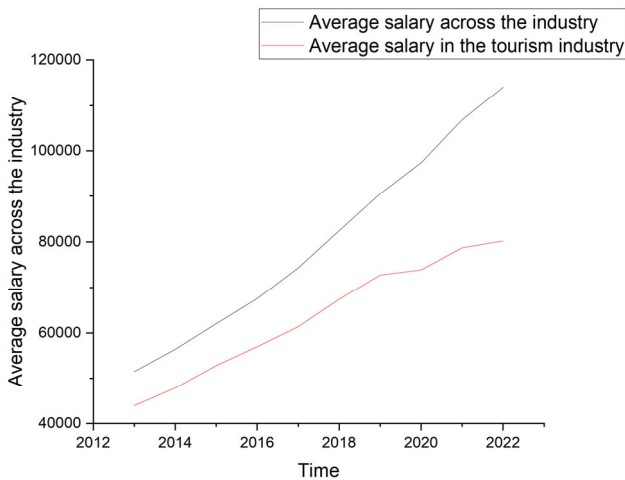


Figure 1.

As can be seen from the figure, the average salary of secondary tourism students after graduation has been less than the national average salary of the whole industry since 2013, and there is an expanding trend after 2019, which is due to the special circumstances of the COVID-19, which shows that the employment of secondary tourism students has not yet been fully formed into a high-quality development. The lack of benign communication and interaction between "production" and "education", asymmetric information and unequal interests will naturally cause the level of integration of production and education to be not deep, and the endogenous power to be insufficient, which will lead to the deviation from the expected results[6].

3. The Theoretical Logic

The quality of employment involves a number of logical considerations, such as whether the employment environment for workers is good or bad, whether labor relations are equal or not, and whether the level of remuneration is high or low, all of which are important factors in evaluating whether or not employment is of high quality. The 20th CPC National Congress proposed to "strengthen the policy of giving priority to employment, improve the mechanism of employment promotion, and promote high-quality and full employment", and improving the employment quality of laborers has become the front-runner of the employment work. The composite mechanism of industry-education integration determines that it can significantly improve the employment quality of secondary students. The following section will analyze the theoretical logic of the integration of industry and education leading to the development of high quality employment for secondary tourism students from three

latitudes: the integration of industry and education and top-level design, the integration of industry and education and teaching quality, and the integration of industry and education and the main body of employment.

3.1. Industry-Education Integration and Top-Level Design

The report of the twentieth CPC National Congress emphasizes "coordinating the collaborative innovation of vocational education, higher education and continuing education, advancing the integration of vocational education into the general public, the fusion of industry and education, the fusion of science and education, and optimizing the positioning of the types of vocational education". Since the emergence of the concept of "integration of industry and education", vocational colleges and universities all over the country have widely promoted various talent cultivation modes, including school-enterprise cooperation, substitute internships, and integration of work and learning, etc., and have found out the "career development type" cultivation in practice. In practice, we have found out the effective teaching modes such as "career development" training, "contract system" training, "teaching practice base" and "productive teaching". Secondary tourism graduates are the backbone of China's tourism industry, and they are also the largest group of people working in the front line of the industry. However, due to the low wages and benefits of the front-line staff, the working environment is more complex and other factors, resulting in the current secondary tourism students in the tourism-related industry employment market share does not match its volume. After graduation, most students fail to engage in the right job, and then frequently job-hopping, ultimately, making the tourism labor market turnover rate continues to be high. This shows that there are still many problems in the process of industry-teaching integration practice.

From the macro level of the government, government departments mainly act as the superstructure to formulate corresponding policies and assume the role of leading the wind and steering the ship. This paper attributes the government to the top-level design factor, which profoundly affects the sustainable driving force of the integration of industry and education, and then affects the high-quality development of the employment of secondary tourism students. In the actual situation, the engine function of the government's top-level design in the process of industry-education integration has yet to be strengthened, and the government fails to play a policy-oriented and coordinating role close to the actual situation. First, the top-level design policies do not fit well. Since the concept of integration of education and industry was put forward, the government has promulgated various major policies, but behind the promulgation of these policies, there is a fatigue of insufficient "localization". The macroscopic policies on the integration of industry and education have not been well adapted to the different industrial and educational realities in each region, which directly leads to the stagnation of the policy environment for the integration of industry and education, and thus weakens the motivation of school-enterprise cooperation. At the same time, under the dual subject background of the integration of industry and education, most of the national policies are biased towards the subject of education, while there is not enough policy support for the subject of enterprise interests. Enterprises often lose

their enthusiasm for cooperation with schools because they cannot make ends meet, which is a major obstacle to the deep integration of industry and education. Secondly, the top-level design is insufficiently fund-oriented, the top-level design of financial support for education shows obvious school differences, on this basis, the differences in financial support for different types of schools are even more significant, the Ministry of Education's official documents pointed out that in 2021, the national kindergarten, ordinary elementary school, ordinary junior high school, ordinary senior high school, vocational secondary schools, ordinary schools of higher education, the average per capita expenditure of the general public budget for education, secondary vocational schools, and ordinary schools of higher education. In the case of career expenses, the secondary vocational school national secondary vocational school for 15,898.62 yuan, the same level of different types of ordinary high school 17,236.78 yuan, to the individual as a unit of vocational students and ordinary high school students education expenditure difference of nearly 2,000 yuan. Carrying out in-depth industry-education integration requires a large amount of capital, and the current level of the state's capital investment is not enough to support it. At the same time, the government has not formed a perfect system of financial subsidies or incentives for cooperation between enterprises and schools. Thirdly, the top-level design has not broken through the narrow perspective of both sides of the interests in the integration of industry and education. The ultimate purpose of the integration of industry and education is to make the school body and the enterprise body show a spiral upward development, industrial upgrading relies on high-quality education and employment resources, and technological advancement pushes back the reform of the school's education and teaching mode, but the current reality is that the two sides of the interests of the main body are only standing on their own point of view to look at the problem. Schools only want enterprises to provide education funds, enterprises only want schools to provide high-quality but cheap labor, behind the conflict of interest is the narrow perspective of the main body of interest, the top-level design to break through the narrow perspective of the main body of interest of both sides, to guide both sides to carry out in-depth cooperation, and to promote the benign development of both sides.

3.2. Integration of industry and education and quality of teaching

The teaching quality of tourism majors in secondary vocational colleges and universities directly affects the degree of mastery of related students' professional skills, and the degree of mastery of professional skills directly affects the high quality development of secondary vocational tourism majors' employment. Therefore, an important part of the theoretical logic of the integration of industry and education to lead the high quality development of secondary tourism students' employment is to improve the teaching quality of related specialties through the deep integration of industry and education, and the two are inseparable. At this stage, the industry-teaching integration between tourism majors and tourism-related enterprises in most secondary schools still remains at the shallow cooperation level of tourism-related enterprises providing part-time teachers, i.e. intermediate and senior tour guides and hotel executives, as well as internships and training bases, etc. The cooperation between schools and enterprises is still relatively weak in the fields of internship

and training bases, practical teaching factories, professional curriculum construction and development, and assessment and evaluation in the field of teaching quality enhancement. The cooperation between schools and enterprises in the field of teaching quality improvement is still lacking, which can't essentially affect the teaching quality improvement.

The integration of industry and education, the former means production and industry, the latter means education and teaching, the integration of the two is intended to cultivate high-quality talents with excellent professional ability while promoting the high-quality development of related industries, so that the industrial upgrading and vocational education curriculum construction can be mutually compatible and synergistic, and the integration of industry and education can be truly realized. As an important subject in secondary education, the deep-level integration of tourism is the fundamental starting point of secondary tourism education, so that students can better master tourism-related skills and enter the tourism industry employment, which will push back the quality of secondary tourism education to continuously improve, and will form a positive industry-teaching integration cycle. In the cultivation of talents in secondary vocational colleges and universities, the integration of industry and education and school-enterprise cooperation education model can provide a guarantee that the talents cultivated by the institutions meet the needs of enterprises and industries. Vocational education is essentially an education that carries out corresponding teaching activities to meet the needs of a certain occupation, covering professional knowledge, professional skills and professional ethics in line with the needs of the occupation[7]. Therefore, the bilinear spiral development of industry-education integration and teaching quality is the theoretical logic leading to the high-quality employment of secondary tourism students.

3.3. Integration of industry and education with Employers

Human is the connection and bridge between multiple subjects, between the integration of industry and education and employment quality, middle-level tourism students are the X factor, which has complete uncertainty and plasticity, and is also the starting point of the deep logical meaning of the integration of industry and education. The deep integration of industry and education can have a positive and positive effect on the career development, knowledge and skill structure, and employment outlook of X factor. However, at present, secondary vocational colleges and universities have not done enough in this regard, which is specifically manifested in one of the lack of relevant professional skills knowledge. Most of the secondary students are not admitted to the high school student groups, objectively speaking, the learning foundation is weak and failed to form good learning habits, in the face of the complexity of the professional curriculum is usually a short period of time to lose the enthusiasm for continuous learning, vocational tourism professional curriculum is a variety of large differences in both tourism and travel agency-related courses such as travel agency management, tour guide practice, tourism English, etc. There are hotel industry-related courses such as room service, food and beverage, and other related courses. Related courses such as room service, catering services, front office services and even bartending related knowledge courses, in the face of such a complex curriculum, students are difficult to fully grasp, ultimately resulting in personal knowledge of relevant

professional skills is not perfect, and difficult to quickly adapt to specific positions in the practical work. Secondly, the performance of career development is not clear, vocational school is actually a small society, the students inside the three views are different, character traits are also very different. Different personality traits of students in the future career development is very different, different tourism career positions to match the students' personal temperament factors. However, from the current point of view, tourism graduates often lack of self-correct and complete positioning ability, treat their career planning without clear goals, and not through the secondary stage of learning to obtain progressive growth, can not be fully converted into the secondary stage of learning the pursuit of their own vocational goals of the nutrients, which ultimately led to the students' lack of vocational qualities, and is difficult to fully adapt to the market requirements[8].

In terms of the current reality, secondary tourism students usually fall into deep confusion after graduation, in the school did not learn enough professional skills and knowledge, out of the campus and because of the "diploma" reason is rejected by most of the enterprises. How to get out of this dilemma, the integration of industry and education is an effective path. The integration of industry and education has always been a focus of vocational education, hot spot, vocational education leaves the integration of industry and education, will become a source of water. The integration of industry and education is the essential requirement for the healthy development of middle and high vocational education. As an important part of the modern vocational education system, local vocational colleges and universities are responsible for cultivating high-quality applied talents, guaranteeing the effective employment of vocational college and university students, and serving the important mission of regional economic and industrial development. With the development of technological innovation and industrial upgrading, the economic and social demand for applied talents will also increase, requiring an increase in the number of applied talents training and improving the quality of applied talents training. The implementation of the deep integration of industry and education can greatly improve the ability of secondary students to work, reduce the cycle of high-quality applied talents training, so that the school training objectives and industrial demand docking, and enhance the relevance and adaptability of the training of applied talents. Therefore, the integration of industry and education is not only an important path for local vocational colleges to cultivate applied talents, but also a basic principle for the sustainable development of local vocational colleges. Local vocational colleges and universities should take the integration of industry and education as one of the basic concepts of running schools, take the deepening of the integration of industry and education as a leader, strengthen the deep integration of school teaching and enterprise production, deepen the reform of the training mode of applied talents, and continue to expand the scale of applied talents in local vocational colleges and universities.

4. The Realization Way

Tourism-oriented students in secondary schools are an important part of the tourism service talent team, and the employment quality of this group is related to the smooth growth and healthy development of the tourism talent team. Improving the employment quality of tourism-related

students in secondary schools is the basis for the healthy and sustainable development of secondary tourism-oriented education and the guarantee for the growth of the tourism talent team. Therefore, this paper puts forward the following suggestions from the perspectives of macro-society, meso-schools and micro-students themselves, with a view to improving the employment quality of tourism majors in secondary schools.

4.1. Coordination between the Government and enterprises, and the integration of government and enterprise development mechanisms.

The integration of industry and education in the participation of enterprises is often bound to a number of risk factors, in the face of the possible increase in investment costs, labor costs, operating costs and other related risks of cooperation, enterprises usually choose to wait and see what happens, and will not take the radical and rash style of action, which is mainly due to the existence of their own worries, the government has to do is to eliminate all the worries of the enterprise. The government can first of all from its own point of view, reform the relevant industry tax system or standards, such as tax relief policy, at the same time can set up the corresponding directly under the jurisdiction of the department of the reasonable integration of industry and education in chaos, and through the special fund subsidies to the point of the way accurate, to alleviate the pressure of high costs of enterprises. In the case of tax pressure is not so big, enterprises can better invest the remaining funds into the construction of new training bases for the integration of industry and education in collaboration with the school as well as the professional equipment to improve the quality and update, so as to achieve the improvement of hardware conditions. Secondly, the government can innovate the evaluation mechanism of the integration of industry and education, formulate a set of effective evaluation rules for the development of the integration of industry and education, and then look for "typical cases" throughout the country, and give certain financial incentives and honorary titles to these typical cases while promoting their development models, thus recognizing the contribution and efforts made by the relevant enterprises and schools in the integration of industry and education. In this way, the contributions and efforts of relevant enterprises and schools in the integration of industry and education will be recognized, making them the vanguard and driving force in promoting the integration of industry and education. Finally, the government can also improve the specific systems that support the high-quality development of industry-teaching integration, such as the system of degree articulation between middle and high school, the system of vocational curriculum development, the system of school-enterprise-industry-teaching integration, the system of students' career cultivation, the system of student training and internship, the system of vocational teachers' assessment, the system of funding, the system of vocational qualification certification, and the system of "dual teacher" teacher training. "Take the "dual-teacher" teacher training system as an example, through the sound "dual-teacher" teacher training system, designate a clear assessment method to stipulate that professional teachers in schools should go to enterprises to study for a sufficient number of hours in a year and incubate practical results. The length of time and incubate the practical results, at the same time for the enterprise skill-oriented

personnel regulations must be within a year to participate in the school organized by the collective teaching skills training of teachers, and arrange skills training exams, so as to achieve the balance of the ability of dual-teacher teachers.

4.2. Schools are coupled with enterprises, and specialties are set up to serve the needs of enterprises.

First of all, schools and enterprises should improve the professional co-construction mechanism. Whether or not the school's professional settings are docked with the industrial development needs directly affects the employment prospects of students, and is also directly related to the degree of participation of enterprises in the integration of industry and education. Secondary schools can take advantage of their own diversity, combine professional construction with enterprise demand, and improve the professional co-construction mechanism of school-enterprise integration. At the same time, establish the communication mechanism with the society to participate in the integration of production and education, broaden the social resources of secondary schools, highlight the characteristics of school running and service, attract the power of all walks of life to invest in school running, and realize the integration of production and education of all parties to collaborate in the education of people[9].

Secondly, the school and the enterprise to improve the "dual-teacher" type teacher platform construction, at this stage, most of the secondary school tourism-related teachers often have solid, systematic professional theoretical knowledge, but lack of specific industry experience, vocational skills are relatively lacking; and part-time teachers hired from the enterprise is usually excellent practical skills, but did not receive a systematic teaching concepts and teaching methods. The part-time teachers hired from enterprises usually have excellent practical skills, but have not received any systematic teaching concepts and teaching methods, which makes it difficult for them to transform their experience gained from practice into concrete theoretical knowledge to be taught to the students during the actual teaching process, which affects the quality of teaching to a certain extent, and this is where the "dual-teacher" teachers become particularly important. Schools and enterprises should pay attention to the following two points in the actual cultivation of "dual-teacher" teachers. Firstly, schools should clearly require teachers to go to enterprises for job training, and make clear provisions for the enterprises, length of job training, job positions, skills assessment requirements, assessment methods, etc., so as to ensure that the teachers have a clear and specific job training. Direction and objectives, so that teachers in the actual workplace to effectively improve their practical skills, to avoid "going through the motions" of the job training, to truly realize the practical significance of the teacher job training. Secondly, the school can use the existing training places, training personnel and teaching resources, etc., the industry will be the field of the latest, most cutting-edge technology, research dynamics, development direction, etc. passed to the enterprise staff, while the enterprise staff to provide professional and theoretical knowledge of the training and teaching methodology of teaching, in order to improve the theoretical literacy of the front-line technical staff of the enterprise and the knowledge reserve, which will effectively make up for the lack of solid theoretical knowledge of the employees of the enterprise empty practical experience, but This will effectively make up

for the lack of solid theoretical knowledge of the enterprise employees who have practical experience but lack of solid theoretical knowledge, and provide a necessary way for the enterprise employees to become "dual-teacher" teachers[10].

Finally, schools and enterprises should jointly build high-quality training bases and improve the internship system for secondary tourism students. As a preparatory work for students to realize high-quality employment, the construction of internship system between secondary schools and related enterprises will greatly affect the development of high quality of students' employment, and if the relevant details are not standardized, the effect of education and the quality of employment will be greatly reduced. The specific measure to improve the internship system is to establish high-quality practical training bases, which is crucial to the learning of practical skills of students. Through the school-enterprise collaboration to build training bases, enterprises are deeply involved in the offline scenario teaching of practical skills and theoretical knowledge of secondary tourism students, which effectively improves the participation of enterprises in the school's education and education, and makes the school and enterprises really become the "double subjects" of education.

4.3. Students and enterprises are symbiotic, and employment and industry develop in both directions with high quality.

The relationship between enterprises and students is similar to a cogwheel. Only when both cogwheels are in perfect alignment can the whole social machine run efficiently. On the one hand, the ultimate goal of students' education is to create value for society, which is usually manifested through work. On the other hand, the development of enterprises and even the development of society cannot be separated from the factor of "people". Therefore, only the symbiotic development of enterprises and students can truly realize the social significance of the integration of industry and education. In order to realize high-quality employment, students in the direction of secondary tourism must do the following points from themselves.

The first thing is to plan for the future with a correct mindset. Although the students of tourism-related majors in secondary schools are not synonymous with excellent students under the examination education, they have a greater advantage in professional skills compared with ordinary high school students. Therefore, students of tourism majors in secondary vocational schools should get rid of the solidified learning concepts, get rid of the idea of "parental support, teacher training" and "going with the flow", correct their mentality, build up self-confidence, and continue to solidify the filling of professional theoretical foundations, and at the same time, put in strenuous efforts! Master the professional skills related to tourism.

The second is to correctly recognize the current severe employment situation. During the school period first correctly and objectively assess their own professional skills level, comprehensive ability. Produce a comprehensive and clear self-knowledge framework, find the employment positioning, psychological construction from the student to do a good job in the role of laborers; in recent years, the pressure of competition for employment is particularly intense, so that the community has a new term "inside the rolls", in the face of other people in the same industry inside the rolls, it should be more calm and quiet, precipitation themselves, can not Floating on the surface, quick success, and can not produce

blind arrogance or congenital inferiority complex, so that the initiative of employment will be firmly in their own hands, an employed person only in their own suitable jobs, in order to maximize the advantages of stimulating their own potential, to achieve their own social value and the value of life.

The last is to rely on enterprise resources to realize the goal of lifelong learning. Secondary vocational colleges and universities in tourism students can not be satisfied with the status quo after employment, do not want to forge ahead, but the enterprise as a new platform to realize self-worth, in the enterprise to continue to draw a steady stream of nutrition, such as more and more excellent employees in the enterprise to learn from the experience of the work, the use of personal skills to help enterprises to actively complete the transformation and upgrading of the corresponding school and enterprise, in the final analysis, is a lifelong learning platform for individuals. Schools and enterprises, in the final analysis, are both platforms for lifelong learning, and on the basis of lifelong learning, employment and industry will be able to realize high-quality sustainable development.

5. Conclusion

In summary, promoting the high quality development of employment for secondary tourism-oriented students is the requirement of the party and the government, the fundamental demand of the people, the need for the development of higher vocational students, and an important means of restoring the vitality and vigor of the tourism industry. The integration of industry and education is an effective way to lead the high quality development of employment for secondary tourism oriented students. It is necessary to innovate a new mode of industry-education integration through the coordination of society and enterprises, the cooperation between schools and enterprises, and the symbiosis between students and enterprises, to implement the strategy of strengthening the country with talents, to solve the thorny problem of employment for the young generation, and to add bricks and mortar to the comprehensive construction of a strong socialist modernization country in China in the new era.

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