

Reflection and Innovation on the Practice Mode of Tourism Management Major in Colleges and Universities Based on School-Enterprise Cooperation

Zhou Chen*

¹School of Jose Rizal University, Manila, Philippines;

²School of Wu Han Marine College, WuHan, China.

*463620841@qq.com

Abstract

Whether the tourism management major in colleges and universities can cultivate all-round talents will affect the further development of China's tourism industry and tourism education. College-enterprise cooperation talent training mode of tourism management major in colleges and universities is conducive to alleviating the contradiction between tourism talent training and market demand, and promoting the coordinated development of vocational education and academic education. School-enterprise cooperation is by no means limited to the process of practical education, but can also be integrated into every link in the whole process of specialty construction, training objectives and teaching plans. Tourism management major can not meet the needs of social posts only relying on the knowledge learned in the classroom. Therefore, internship is regarded as a very important teaching task in any college tourism management major syllabus. At this stage, there are still some deficiencies in the practice mode of Tourism Management Major in Colleges and universities. This paper will discuss the practice mode of tourism management major from the perspective of school enterprise cooperation, so as to improve the practice effect.

Keywords

Tourism management, School-enterprise cooperation, Practice mode.

1. Introduction

With the rapid development of my country's tourism industry, the demand for tourism talents continues to increase, which brings good opportunities for the development of tourism majors in universities. The internship of the tourism management major is an important part of the whole teaching process. How the effect of the internship plays a vital role in improving the quality of students [1]. The tourism major should actively adapt to the needs of economic and social development, be employment-oriented, determine the school goals, pinpoint the position of schools and majors in the development of the regional economy and industry, and intensify the reform of the talent training model [2]. In the process of rapid development of the tourism industry, there are also some problems, which are also haunting the development of my country's tourism industry. Due to the influence of traditional education mode, the practical skills of tourism majors are seriously insufficient [3]. In this context, the training model of tourism professional school-enterprise cooperation talents came into being. The tourism management major of colleges and universities is based on a four-year undergraduate course, which mainly cultivates management professionals in tourism enterprises and institutions. Its strong practicality is its distinguishing feature. Participating in production internships is a compulsory subject of the school learning course [4]. The tourism management major can not

meet the needs of the society by relying only on the knowledge that students learn in the classroom. Therefore, no matter in any university tourism management syllabus, internship is regarded as a very important teaching task [5].

Today's tourism management majors in universities have bottlenecks in school-enterprise cooperation. It is necessary to change the operating mechanism to ensure the common interests of both schools and enterprises, establish a more normalized cooperation model, and achieve a win-win situation [6]. School-enterprise cooperation is a brand-new model and expansion of talent training and production in colleges and universities, which is integrated into all aspects of the entire process of professional construction, training goals, and teaching plans [7]. Especially in the training of tourism management professionals, school-enterprise cooperation has become the key to talent training. School-enterprise cooperation is by no means limited to the practical education process, but can also be integrated into all aspects of the entire process of professional construction, training goals, and teaching plans [8]. At present, the main problem that appears in the internship arrangement process of tourism majors is to emphasize the micro and the macro. The students are mainly engaged in the operation internship in a full sense, and they are unable to contact the basic management of the enterprise, which makes the contribution of the internship process to future employment very limited [9]. In the training of tourism management professionals, school-enterprise cooperation has become the key to talent training, but there are still many shortcomings in the current school-enterprise cooperation model. At this stage, there are still some shortcomings in the internship mode of the tourism management major in colleges and universities. This article will discuss the internship mode of the tourism management major from the perspective of school-enterprise cooperation to improve the effect of internship.

2. The Necessity of Training School-enterprise Cooperation Talents in Tourism Management Major

2.1. Alleviating the contradiction between tourism talent training and market demand

With the increasing number of students majoring in tourism management and the continuous development of social enterprises, there are some problems such as the fact that students' internship content does not match their learning knowledge, there is a gap between the internship units arranged by the school and students' imagination, and the internship units are unable to manage and guide students during the internship. College students majoring in tourism management choose internship mode independently, which means giving students the choice of internship completely and letting students choose internship units independently. In recent years, with the expansion of enrollment in colleges and universities, there are more and more students majoring in tourism management, and schools have been unable to organize large-scale student internships. Through practice in enterprises, students can not only transform their knowledge into abilities and improve their practical skills, but also enhance their understanding of their occupations, and strengthen their sense of teamwork and hard-working spirit. Choosing the internship places according to the internship content can enable students to get in touch with the latest knowledge and technology in the industry while training their vocational ability, so as to meet the needs of social development. Through school-enterprise cooperation, colleges and universities can train high-skilled and high-quality management talents for enterprises, and solve the problem of shortage of high-level applied talents in enterprises. In view of the financing difficulties of college students in the turning point of network entrepreneurship, a multi-channel venture capital support system should be established.

2.2. Promoting the coordinated development of vocational education and diploma education

Vocational education has outstanding characteristics, focusing on the improvement of students' hands-on ability and practical skills, and students can adapt to their jobs well after graduation. However, because of the long-standing contradiction between supply and demand in college degree education and the failure to find an effective solution, the employment rate of graduates has been low. Colleges and universities should, in combination with their own circumstances, put out a part of the special funds to set up student network entrepreneurship project funds, and targeted excavation and support for promising network entrepreneurship projects. According to the different internship requirements, priority should be given to the construction of off-campus internship bases that are highly valued by the leaders, with good conditions, distinctive features, and pleasant cooperation between the two parties, and bases that cannot undertake practical teaching tasks should be promptly cancelled. As a training base for college students' knowledge and skills, colleges and universities should also change traditional educational concepts, put entrepreneurship education in the same position as other professional education, and incorporate professional curriculum settings and teaching practices into daily teaching. On the one hand, the school has enhanced its understanding of the demand for talents in tourism enterprises, and can improve the quality of education and teaching in a more targeted manner; on the other hand, enterprises can use the school as a base for talent training and continuing education to continuously improve professional talents. The quality of [10].

3. Innovative Measures for the Practice Mode of Tourism Management Major in Colleges and Universities

3.1. Adopt a variety of practice model combination

In the construction of teaching staff of tourism management specialty, the training of teachers' practical skills should be strengthened, so that teachers can realize the transformation from theory to practice. According to the characteristics of tourism management specialty in colleges and universities, colleges and universities should design a variety of internship modes when setting up the teaching syllabus of tourism management specialty, such as combining post internship with graduation internship, and increasing internships in normal teaching. For tourism majors, it is an obvious fact that most colleges and universities have a short time to set up, many young teachers, low professional titles and weak scientific research ability. Teachers of theoretical courses in colleges and universities can go to enterprises regularly to learn about the specific operation of enterprises and improve their professional skills. School-enterprise cooperation should strengthen the communication between theoretical teachers and enterprise practical teachers, so that they can learn from each other and learn from each other's strengths. The traditional internship mode for students majoring in tourism management only organizes a unified internship when students are about to graduate. This internship mode is not conducive to students making a summary in time after the internship. When setting up theoretical courses for tourism management majors in colleges and universities, they should be market-oriented and fully consider the actual situation of local tourism development. In order to ensure the effect of practice and strengthen the management of students, students' practice was arranged by the school at that time, and the school also sent full-time teachers to be responsible for the guidance and management of practice.

3.2. Establishment of network information practice platform

The smooth development of college students' network entrepreneurship activities needs to be recognized and supported by the society, schools, families and other groups, and requires

efforts from all levels of society to create a social atmosphere and public opinion that is conducive to students' entrepreneurial talents. The unified organization of tourism management professional training is the common practice of many tourism colleges, especially in the basic cognitive training and professional course training stages, which increase the requirements for uniformity. For colleges and universities, full attention should be paid to college students' online entrepreneurship, and students' entrepreneurial ideological education should be continuously strengthened to cultivate their entrepreneurial awareness and guide students to venture into entrepreneurship. Some teachers regard the professional training of tourism management as a student's out-of-work employment, and thus do not provide guidance to the students, but simply entrust it to the training unit. At the same time, some students position the professional training of tourism management as earning money, thus simplifying the meaning of professional training. The internship mode of tourism management major in colleges and universities should be innovated according to social development and create an internship mode with professional characteristics [11]. Enterprises hope to obtain the talents they need and solve the technical problems encountered in the production process in the process of cooperating with colleges and universities, and colleges and universities hope to complete the fundamental task of cultivating talents through cooperation with enterprises. In order to increase the enthusiasm of enterprises to cooperate with universities in cultivating talents, universities should make use of their advantages in basic research, teaching, scientific research, etc., and try their best to provide enterprises with technical services and support, such as regular theoretical training for employees according to the needs of the enterprise. Figure 1 shows the structure of the three-dimensional training mode.

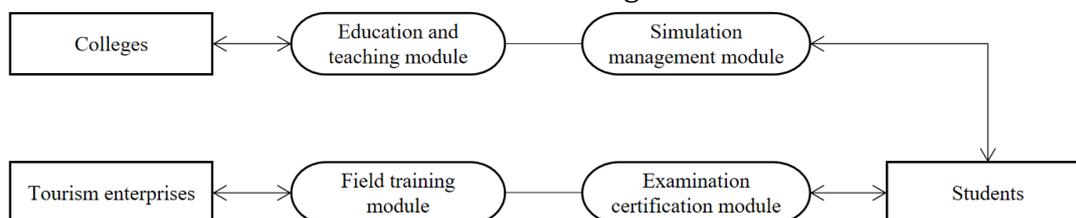


Figure 1 Three-dimensional training mode structure

Colleges and universities should make full use of today's Internet technology and establish a new internship mode with the help of new media platform. For example, colleges and universities can collect information about interns needed by tourism enterprises and publish it on the internship platform, so that students can choose internship units according to their personal preferences. Schools can solve students' internship problems and even employment problems by taking advantage of the equipment and experience of enterprise bases. At the same time, enterprises can make use of the advantages of human resources in colleges and universities to do well in new project development, staff training, technical consulting services, etc., so as to solve practical problems in production management and production technology, make the agreement units benefit from cooperation, and continuously strengthen and consolidate the cooperation between industry and university. For today's students who are increasingly emphasizing individuality and independence, the training activities that are not interested will soon evolve into a stylized movement and tired objects, thus generating a kind of resistance psychology in their hearts, and finally increasing the management difficulty of training work in universities and tourism enterprises in a subtle way.

4. Conclusions

The rapid development of China's tourism needs a large number of high-quality talents with knowledge and ability. However, there are obvious defects in training talents in tourism

management major of Chinese universities, that is, insufficient practical ability. School-enterprise cooperation requires stabilization and normalization. Only the mutually beneficial cooperation mode is pursued by both schools and enterprises. Therefore, both sides should strive to seek common interests and ensure sustainable profit. School-enterprise cooperation is conducive to professional construction and curriculum development, to the cultivation of "double-qualified" teachers, and to the cultivation and employment of students. Colleges and universities should strive for national and local governments to provide preferential policies and laws and regulations for all parties in school-enterprise cooperation, and clarify the rights and obligations of all parties in school-enterprise cooperation through the construction of relevant laws and regulations. The practice mode of tourism management specialty in colleges and universities should be scientifically and reasonably arranged according to the actual situation of schools and students, and establish a practice mode which can improve the teaching quality and is suitable for the development of colleges and universities. For the decision-making level of tourism enterprises, it is necessary to have keen market observation, understand the market demand, set up an expert group in combination with universities, grasp the lifeline of tourism enterprises, and tailor the management system.

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