

Construction and Implementation of Application-Oriented Talents Training Mode of University-Enterprise Joint Tourism in Independent Colleges

Huanggen Zhao¹, Lu Liu²

1.Hunan Institute Of Science and Technology Nanhu College, Yueyang, Hunan 414006, China

2.Hunan Institute of Science and Technology, Yueyang, Hunan 414006, China

Abstract: This paper tries to build a set of tourism application-oriented talent training mode which takes “tourism application ability” training as the main line and the university-enterprise joint training and the combination of industry-university-research as the main means. It is of great significance to effectively improve the training quality of tourism management professionals as well as the economic and social benefits of cooperative enterprises.

Keywords: Independent college; School-enterprise alliance; Tourism talent; Model

1. Research Significance

After the popularization of higher education in China, the training of high-quality applied talents has become the central task of local independent colleges. In order to improve the quality of higher education and adapt to social needs, Several Opinions of the Ministry of Education on Comprehensively Improving the quality of Higher Education (No. 4 of Jiao Gao [2012]) clearly put forward that “innovative talent training mode” should be “focused on improving practical ability”. Explore and related departments, research institutes, industry enterprises joint training mode “.

In the process of actual talent training, how to combine the connotation of the major itself, the social needs and the existing conditions of the school to achieve the cross-integration of industry-university-research and university-enterprise? How to reform and innovate the education system to comprehensively improve students’ practical ability and innovative quality? How to promote the coordinated development and innovation of personnel training, discipline construction, teaching and research? For many years, we have been thinking and studying, and strive to solve the problem gradually in the reform practice of this project.

2. Analysis of research status at home and abroad

How to train talents in tourism management and tourism operation decision-making, it needs to cut through the barriers of educational philosophy, “research-oriented” education mode and “academic” talent training mode, and strive to train application-oriented talents at the undergraduate level oriented to local areas and serving the front line.

According to the survey data of UNESCO, in the world’s developed countries, the proportion of schools choosing to cooperate with enterprises increased from 70% in 1991 to 90% in 2006. As early as 1975, the United States began to promote the “cooperative education program” between colleges and enterprises. In 1987, the British government published the Development of British Higher Education in the 1990s, stressing that “the establishment of links between institutions of higher learning and industry and commerce is an important development direction of institutions of higher learning, which must be paid sufficient attention to”. In recent years, our country also increasingly attaches importance to and vigorously promotes the union between universities and enterprises. “Some Opinions on Further Deepening undergraduate teaching reform and improving teaching quality in an all-round way” issued by the Ministry of Education set forth the requirements for close contact with industry and industry^[1].

Various teaching and research platforms and resources of tourism management specialty in our college are gradually enriched, which provides a certain basis for teaching reform, scientific research and organic combination of industry-university-research coop-

eration. In this context, we have explored and practiced the reform of tourism application-oriented talent training mode by means of university-enterprise cooperation and industry-university-research cooperation, and achieved certain results: For example, the practical ability of students in the innovation base of tourist attractions has been significantly enhanced, and the results of students' competition in important disciplines have been outstanding. After two years of cooperation with local governments, the tourism quality has been cultivated, and the tourism practice and innovation ability has been greatly improved in various enterprises.

However, how to take system and mechanism innovation as the breakthrough point, vigorously reform the talent training mode, vigorously promote the combination of industry, university and research and collaborative innovation, for tourism management applied talent training, there are still many work to be further explored and practiced:

2.1 The culture program should be further optimized

Although most of the training programs adopt the form of platform + module structure, how to systematically reconstruct and optimize the training programs, especially the curriculum system, according to the situation and requirements of the rapid development of the tourism industry and the connotation and characteristics of the tourism management major, with the guidance of the system theory, so as to scientifically and reasonably divide the platforms and modules? Further research is needed to clarify the content structure of each platform and its interrelationship and optimize the teaching content of each course.

2.2 Teaching model should be further reformed

Based on the characteristics and requirements of the tourism management major, combined with the resource conditions and teachers of the school and cooperative enterprises, and with the cultivation of students' tourism awareness, tourism quality, tourism practical ability and innovative spirit as the core, how to elaborate and implement the teaching mode which is suitable for each platform and module content of the training program and suitable for the individual situation of students? In particular, practical teaching and innovative training mode need further study.

2.3 Application-oriented personnel training mode must be further innovated

How to respond to the current new situation and new requirements of "collaborative innovation", combine the actual situation of schools and cooperative enterprises, take school-enterprise cooperation to cultivate talents as the basis, and scientific and technological innovation and discipline construction as the supplement, This is exactly the research motivation and thinking of this project.

3. Pattern Construction

3.1 Research Objectives

Through systematic reform, optimization and adjustment of tourism management training program and teaching mode, implementation of internal incentive and restraint mechanism and a series of cooperation agreements with cooperative enterprises, we can effectively utilize the resources and conditions of multiple provincial teaching, scientific research, industry-university-research cooperation platforms and cooperative enterprises to effectively improve the quality of tourism management personnel training, discipline construction level and scientific and technological innovation ability. As well as the economic benefits and core competitiveness of cooperative enterprises, finally achieve the effective coordination of "school, enterprise and government", "teachers, students and conditions", "talent, technology and capital".

3.2 Implementation Contents

3.2.1 Build a "3+1" oriented tourism management major training program

Taking scenic spots, hotels, travel agencies and other directions of tourism management major as a whole, the theoretical and practical teaching system is re-designed and optimized systematically, and a "3+1" training program for majors is built, that is, the structure of "general education platform, discipline foundation platform, specialty orientation platform" + "practice and innovation platform" is generally adopted. And the "practice and innovation platform" adopts the structure of "course practice, professional practice, graduation practice" + "research innovation".

3.2.2 Establish a set of practical teaching and innovative training mode with the cultivation of tourism quality and innovative spirit as the core

3.2.2.1 Design and implementation of the "3+1" school-enterprise model

That is, students are trained mainly in school for the first three years, In the fourth year, I mainly cooperated closely with many enterprises such as Yueyang Junlan Hotel Co., LTD., Pingjiang Shuniuzhai Tourism Co., LTD., Yueyang Cherry Garden Tourism Development Co., LTD., Sanya Meigaomei Resort Hotel Co., LTD., Shenzhen Greater China Hilton Hotel Co., LTD., Yueyang Comfort International Tourism Co., LTD., Pingjiang Mufushan Tourism Development Co., LTD. Construction of Hunan Province colleges and universities Industry-university-research cooperation demonstration base, Hunan Province colleges and universities excellent practice

teaching base and several off-campus talent training mode innovation experimental area teaching base^[2].

3.2.2.2 Explore a set of operational mechanisms with effective collaboration of multiple elements, mutual promotion of teaching and practice, and satisfaction of multiple parties

First of all, by formulating, improving and implementing relevant rules and regulations on strengthening discipline construction and practical work, teacher training, open use of resources, and incentive measures for students, As well as industry-university-research cooperation framework agreements and other systems and measures with Pingjiang Shuniuzhai Tourism Co., LTD., Sanya Meigao Resort & Resorts Co., LTD., Shenzhen Greater China Hilton Hotel Co., LTD., Guangzhou Westin Hotel Co., LTD., Yueyang Comfort International Tourism Co., LTD., Pingjiang Mufushan Tourism Development Co., LTD., etc. By effectively utilizing the resources and conditions of multiple teaching and research platforms and cooperative enterprises, and effectively coordinating with the school, enterprises and government, teachers, students and conditions, talents, technology and capital and other elements, the purpose and effect of the school, enterprises and government, teachers and students are satisfied.

Secondly, through the implementation of the “practice teacher”, “science and technology special correspondent” and “double tutor” system, cultivate both high academic level, teaching ability and engineering quality of “dual” teachers: ① “practice teacher” system: The school attracts engineering and technical personnel with profound theoretical foundation and rich practical experience from enterprises to join the teaching team to teach some practical courses, carry out engineering practice and research and innovation teaching, and share successful experience; ② “Professional correspondent” system: select and assign relevant full-time teachers to the production line of the cooperative enterprise in turn. While providing technical support and services for the cooperative enterprise, they also participate in the practical work of the enterprise engineering technology, and constantly improve their own engineering literacy and practical ability; ③ “Double tutor” system: students participate in practical problems in the production line of cooperative enterprises and industry-university-research bases, and complete some engineering practice and research and innovation tasks. In order to promote the coordinated development of teaching practice and research, the school sends full-time teachers to lead the guidance team, including directly participating in the guidance and defense of students’ graduation project.

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About the Author:

Huanggen Zhao, male, Han nationality, born in 1965.4, graduated from Hunan Normal University, master degree, Tourism management major, research direction, tourism planning, Rural tourism.

Lu Liu, gender: female, nationality: Han, born in 1996, Native place: Jiaozuo City, Henan Province, graduated from Anyang Normal University School of Humanities and Management, bachelor, major in accounting, postgraduate, tourism planning