

Analysis on the Application Effect of School-enterprise Co-construction of Tourism Management Professional Training Base in Vocational Colleges

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Keywords: School and enterprise joint construction, Higher vocational college, Tourism management, Training Base.

Abstract: With the continuous development of China's market economy, China's tourism industry has made rapid progress, and the demand for professional and applied tourism management talents is increasing. However, the traditional teaching model of higher vocational tourism management can not meet the requirements of market development. The school-enterprise cooperation teaching method timely compensates for the shortcomings of the traditional teaching mode. Through literature review, it is found that the reform of school-enterprise cooperation teaching can not only enrich the training teaching channels, improve the effect of students' training, but also cultivate the mastery of students' professional skills, meet the needs of the market for comprehensive talents, and promote the development of the tourism industry.

1. Research background

1.1 Literature review

At present, there are two basic ways for schools and enterprises to build a vocational training base for vocational tourism management schools, namely, "school store" and "shop school". Through these two school-enterprise cooperation methods, they can solve the internship in tourism management. The problem of lack of practical teaching content. On the basis of the "shop school" form, combined with the successful experience of the school and various related enterprise operations and cooperation, it is concluded that the school-enterprise cooperation model must pay attention to the organization and coordination of schools, students and enterprises in the practice process (Chen and Chen, 2009). In the teaching process of tourism management, students pay more attention to the practical and applied training of students, especially in the process of designing and setting up relevant courses in higher vocational colleges. Under the background of school-enterprise cooperation, the establishment of the school's training base can largely satisfy the students' mastery of practical and internship skills outside the classroom, and at the same time meet the school's requirements for professional and applied teaching. Through the daily business analysis of the school-enterprise joint training base, the existing problems and development ideas, it can provide a more scientific basis for the construction and improvement of the school-enterprise cooperation training base (Sun et al, 2018). In the traditional teaching mode of tourism management in higher vocational colleges, the school puts more energy and time into the process of mastering the theoretical knowledge of the students. The students' professional skills are weak. Therefore, students have no competitive advantage in the process of finding a job. To find a job and not have the ability to adapt to work in a short time, did not give play to the teaching advantages of higher vocational colleges. Therefore, it is extremely urgent to carry out the teaching of the tourism management professional training base jointly built by the school and enterprise in vocational colleges. It is of great significance to cultivate students' practical ability and innovative spirit through school-enterprise cooperation (Xin, 2018). With the continuous development and progress of China's tourism industry, the demand for tourism professionals in the tourism market is increasing. In order to cultivate talents that meet the needs of market development, it is an irresistible trend to adopt a practical teaching form of school-enterprise cooperation. In the actual teaching process, both schools and enterprises must propose a unified understanding of cooperation

and co-construction, highlight the characteristics of school-enterprise cooperation with emphasis on practice, build a “double-skilled” teaching team, rationally set the course content, and accelerate the training of school-enterprise cooperation and applied talents. The process of deepening the reform of the education system and the deep construction of the profession (Xiao et al, 2018). School-enterprise construction of vocational college tourism management professional training base is of great significance to universities and enterprises. In-depth exploration of school-enterprise cooperation requires active adjustment and setting from the training objectives and requirements of tourism management majors in higher vocational colleges. Establish a correct concept of talent training and ensure the integration of theoretical teaching and practical teaching. At the same time, it plays an important role in promoting the integration of production and education and improving the students' practical teaching system (Qi et al, 2015).

1.2 Purpose of research

With the continuous upgrading and development of China's tourism industry, the demand for tourism professional talents is growing. At the same time, the demand for applied tourism talents is getting higher and higher. The tourism management major of higher vocational colleges is the main base for cultivating professional and applied talents in tourism. The traditional teaching mode currently adopted can no longer meet the needs of market development. In order to cultivate the talents that meet the needs of market development, higher vocational colleges teach Model reform is imperative (Song et al. 2012). Through school and enterprise to build a professional training base for tourism management, it is an important way to realize the integration of production and education and cultivate professional and applied tourism management professionals. The tourism management profession has higher requirements for students' practicality and operational ability. In the teaching process, students not only need to master solid basic theoretical knowledge, but also require students to have strong professional skills. The teaching form of school-enterprise joint training base can be Effectively promote the development of tourism management majors in higher vocational colleges. However, there are still some shortcomings in the process of building a training base between schools and enterprises, which cannot effectively promote the cultivation and promotion of students' professional skills and practical ability (Deng, 2018). The school-enterprise joint training base requires the participation of schools, enterprises and students. Through the analysis of the application effect of the school-enterprise joint construction of tourism management professional training bases, it provides important for the reform and construction of the teaching model of higher vocational tourism management. Reference value (Ma, 2016).

2. Problems existing in schools and enterprises building a practical training base for tourism management in vocational colleges

Generally, the off-campus training base of tourism management majors in higher vocational colleges means that the school signs student internship agreements with related companies such as hotels, travel agencies, tourist attractions, etc., and relevant enterprises provide internship positions for students to meet the needs of schools to cultivate applied tourism management. The needs of professional talents, while providing students with practical training facilities to improve their practical hands-on ability. Because this kind of teaching mode appeared later, although the tourism management professional talent model and talent training process have achieved certain results, there are still some problems and deficiencies in the implementation process. Mainly there are the following problems.

2.1 Lack of student internship willingness survey, training effect can not be guaranteed

In some colleges and universities, in the process of building a training base for schools and enterprises, the importance of investigating the willingness of students' internships is neglected. The school unilaterally believes that schools should only do the docking work of relevant enterprises and platforms, and guarantee the enterprises' There is no problem with the scale and qualifications. However, ignoring the students is the main body in the process of practical training, and is the

actual operator of the off-campus training. There is no investigation and statistics on the students' internship desires and actual needs. Therefore, there are some problems in the management of students between schools and enterprises during the training process. Because some internship units are uniformly prescribed by the school, some students are not very satisfied with the internship unit. Therefore, they tend to have negative emotions during the internship process. Some students may find various reasons and excuses to leave the internship unit in advance during the internship process. When this happens, the management of schools and enterprises will be more passive. On the one hand, the probability of students leaving early is greatly increased, which will affect the long-term cooperation strategy between schools and enterprises to a certain extent; on the other hand, students in the internship process The negative emotions produced will affect their judgment of the industry, and even some students will have the idea of not working in this profession in the future.

2.2 The type of training base is single, and the training skill training structure is unreasonable.

The general training objective of tourism management in higher vocational colleges is professional and applied comprehensive talents that meet the development needs of the tourism market. The employment direction of graduates is mainly based on related industries and positions such as hotels, travel agencies and tourist attractions. Therefore, combined with the relevant industry and post for the ability requirements of recent graduates, as well as improving the employability of students, the training and learning operations of tourism management students during school should be more rich and diverse, and the basic operational skills required to master are the most basic. It should cover three categories of tourist hotels, tourist attractions and travel agencies. On this basis, students can improve and improve their actual employability. However, due to the late start of the tourism management professional training base jointly established by the schools and enterprises in China's higher vocational colleges, the construction of the school training base is single, and the structure of improving the students' training skills is unreasonable, which cannot meet the market reality for graduates. Operational requirements.

2.3 School-enterprise cooperation has a single form and cannot stimulate teacher motivation

Under normal circumstances, the school and enterprise jointly build a training base in the initial stage, the form of school-enterprise cooperation mainly relies on the relevant leaders and teachers of the tourism management profession to find relevant enterprises through their personal connections, in the absence of human resources in this regard. Next, the school will cooperate with related companies through cooperation and recommendation. In addition, there are still some human resource intermediaries on the market. The main role of these institutions is to connect schools and enterprises and match the needs of both parties to establish cooperation. On the one hand, they grasp the needs of business employers, dock these needs to schools, and help companies to interview and select interns. On the other hand, after matching the internship information of the school students, it can help enterprises and schools to conduct unified training and management of the interns. Although the process of promoting school-enterprise cooperation can be accelerated through intermediaries, there are still some problems that hinder the development of school-enterprise cooperation. For example, through intermediaries, schools and enterprises are not directly and in real-time communication and communication, and are less efficient in the management process and in the process of problem solving. In addition, in the actual operation process, the two parties will involve some disputes over costs, which will affect the enthusiasm and enthusiasm of the students to read, and is not conducive to the promotion of school-enterprise cooperation.

3. Evaluation on the application effect of schools and enterprises in building a vocational training base for tourism management in vocational colleges

Based on the above research, this paper selects 10 colleges and universities to evaluate the application effect of this model, and based on the survey results, the following main conclusions are drawn:

Students are the main body of school-enterprise cooperation. Therefore, in the process of school-enterprise cooperation and construction, we must pay attention to students' willingness to practice and choose a suitable training base. Now, after 00, I have stepped into the university campus. Most of the students have better family conditions. If they are required to work for a reluctant internship unit for three to six months, the psychological and emotional comfort of the students is also a complicated one. Work, and will bring unnecessary trouble to daily management. For example, through surveys, most students choose a second-tier city for the internship location. For most students, the choice of internship salary is 1500-2000 yuan. For most types of students, the high-star resort hotel internship is selected to explain the student's choice. The direction is more diverse.

At present, due to the limited network of contacts and the lack of reasonable incentive programs, the internal teachers of tourism management majors in higher vocational colleges will have a enthusiasm for work and a weak sense of responsibility in their work, which will have an adverse impact on the development of school-enterprise cooperation channels.

The training base of school-enterprise cooperation can not only be used as a channel for student internship and pre-employment. If only one function is realized, the true value and significance of school-enterprise cooperation cannot be realized.

4. Countermeasure suggestions for schools and enterprises to build a training base for tourism management majors in vocational colleges

4.1 Pay attention to the survey of students' willingness to train and improve the effect of students' training

In the above investigation process, students hope to have more choices in the internship process, such as the practice base, job treatment, and job placement. Although schools and enterprises cannot satisfy the internship intentions of some students, these will promote the construction of training bases to a certain extent. Therefore, the school should conduct a comprehensive evaluation from the aspects of the professional setting of the colleges, the general situation of the region, the needs of tourism enterprises, the working environment and treatment, and the development of students. Strive to build a practical platform for students with high grades, multiple types, reasonable structure and high satisfaction to meet the internship needs of the tourism management profession.

4.2 Actively motivate teachers to develop off-campus training bases and enrich training channels

In order to encourage teachers to actively develop school-enterprise cooperation teaching channels and enrich the school-enterprise teaching methods, schools should formulate reasonable incentive policies, encourage teachers to fully develop their own network resources, and actively go out to establish cooperative relationships with more related enterprises. In addition, the construction of off-campus training bases not only requires the establishment of a reasonable incentive system, but also a scientific division of labor. It is necessary to assign tasks from three levels: department head, teaching and research room director, and professional teachers. The specific implementation method can be given priority from the teachers with "double-type" under the same conditions in terms of appraisal points and application for the subject; the special post allowance can be used for reference. In addition, special funds can be funded through the application of special projects. Through the introduction of corresponding incentive policies, enrich the teaching channels of training bases, reduce dependence on intermediaries, and lay a solid foundation for the long-term development of school-enterprise cooperation.

4.3 How far to deepen cooperation and establish a long-term cooperation mechanism between schools and enterprises

Therefore, in the process of building a training base for schools and enterprises, the diversified and in-depth cooperation between the two sides should be based on mutual trust and mutual benefit between the school and the enterprise. The teachers of tourism management majors in higher

vocational colleges can make full use of the winter and summer vacations or spare time to go to the school-enterprise cooperation training base to study and exercise, and conduct more targeted research on production and education in the actual work process. In the process of enterprise training, we can more clearly understand the knowledge and operation of tourism industry, so as to play the value of these practical skills in the future teaching work and improve the quality of teaching. In addition, learning can also give full play to the advantages of college teachers and scientific research, provide professional staff training for cooperative enterprise training bases, and provide solutions and solutions for problems encountered by enterprises in the process of business management. At the same time, the enterprises in the training base can provide teaching resources assistance to colleges and universities, and select excellent employees or managers to enrich the teaching forms and contents through lectures, reports and other forms.

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