

Research on the Model of the Integration between Industry and Education in Application-oriented Universities - Taking the Tourism Management as an Example

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Abstract: The main goal of application-oriented universities is to cultivate application-oriented personnel with professional skills and professionalism, and the model of the integration between industry and education is an important way to achieve this goal. This article takes the tourism management as an example to analyze the development status of the integration between industry and education model in the tourism management. In response to the problems such as insufficient driving force for industry-education integration, lack of collaborative governance mechanism, backwardness of collaborative education model, and insufficient construction of teaching staff, a practical path for the integration between industry and education applied in application-oriented universities is proposed, in order to provide references for the personnel training in these universities.

Keywords: Application-Oriented Universities; The Integration Between Industry And Education; Tourism Management; Collaborative Education

The integration between industry and education is an education model, the core of which is to closely combine the teaching of schools with the development of industries, so as to realize the resources sharing and the complementary advantages between schools and enterprises. In view of the rapid growth of the tourism industry and the urgent demand for the professional personnel, many universities are actively adjusting their teaching strategies and deeply integrating the integration between industry and education into the teaching of the tourism management. The implementation of this model can enable students to have more comprehensive understanding of the characteristics of the tourism industry and master the necessary

vocational skills, so as to effectively enhance students' employability.

1. The Current Situation and Problems of the Integration between Industry and Education in Tourism Management

At present, many universities actively cooperate with tourism enterprises to carry out personnel training, practical teaching, scientific research cooperation and other activities. Through the school-enterprise cooperation, students can participate in the actual work of tourism enterprises during their school years, understand the operation of this industry, and improve their own practical abilities. At the same time, enterprises can obtain excellent human resources and realize resource sharing and complementary advantages. However, although the integration between industry and education has been widely recognized and applied, there are still some problems and deficiencies in practice.

1.1 Insufficient Driving Force for Industry-Education Integration

The promotion effect of the integration between industry and education in application-oriented universities depends on the impetus of the integration of the government, enterprises, society, universities and their teachers and students. However, based on the current situation, in the integration process of industry and education in the tourism management of application-oriented universities, there is a lack of impetus of some subjects, which affects the effect of the integration between industry and education. First of all, from a macro perspective, governments and education departments have introduced a number of measures aimed at promoting the integration between industry and education in application-oriented universities. However, due to the deficiencies in overall coordination in key areas such as finance, planning and personnel,

the effective implementation of policies has been affected to a certain extent^[1]. Secondly, the school-enterprise cooperative education model carried out by tourism management major of application-oriented undergraduate colleges and enterprises cannot produce significant economic benefits in the short term. At the same time, because the talent dividend is relatively meager, its driving effect on the overall operation and development of enterprises is also relatively limited. Therefore, after weighing costs and benefits, enterprises lack the initiative and enthusiasm to deeply cooperate and jointly cultivate personnel with universities, which leads to the failure of the in-depth development of the integration between industry and education. Finally, from the perspective of the internal governance structure in universities, the practice of the integration between industry and education puts forward higher requirements for student management and teacher teaching.

1.2 Lack of Collaborative Governance Mechanism

In the integration industry and education, universities and enterprises need to jointly assume the responsibility of personnel training. However, due to the lack of effective collaborative governance mechanism, contradictions and differences are likely to occur in the cooperation between the two sides, such as responsibilities, authorities and participation scales. First of all, the orientation and the responsibility distinction between universities and enterprises in the process of collaborative education are not clear, and there is a lack of clear mechanisms of responsibility distribution and benefit sharing. Moreover, there are certain contradictions in the participation scale between the two sides in the education. Universities often hope that enterprises can participate more in the teaching process, while enterprises worry that excessive participation will affect their normal operation and production. Secondly, there is a lack of effective communication mechanism. The communication between universities and enterprises often suffers from the information asymmetric and untimely communication, which makes it difficult for both sides to reach a consensus in cooperation. Finally, there is a lack of a regulatory mechanism that is compatible with the integration between industry and education^[2]. Under the model of integration between industry and education, the original

supervision and management mechanism of tourism management cannot be able to meet the needs of multi-subject supervision. At the same time, due to the differences in supervision standards between universities and enterprises, contradictions and conflicts are prone to occur in the supervision process. These problems have seriously affected the in-depth development of the integration between industry and education.

1.3 Backwardness of Collaborative Education Model

With the rapid development of tourism and the constant change of tourism market, the teaching content and education model of tourism management need to be updated and adjusted constantly. However, at present, the collaborative education model of tourism management in application-oriented universities is relatively backward and cannot meet the market demand and industry development. Firstly, the curriculum and teaching content are out of step with market demand. Some universities pay too much attention to theoretical knowledge in curriculum, and lack practicality and innovation. As a result, the vocational skills and comprehensive quality obtained by students cannot meet the needs of enterprises. Secondly, teaching methods and means are tedious. Traditional teaching methods have been unable to meet the needs of modern education, students lack practical opportunities and experience, which makes it difficult for students to adapt to the development of the industry. Finally, there is a lack of practical teaching bases for the cooperation with tourism enterprises. Although some universities have established cooperative relationships with tourism enterprises, due to the lack of stable practical teaching bases, students have limited practical opportunities and cannot truly understand the characteristics and operation of the industry.

1.4 Insufficient Construction of Teaching Staff

The teaching staff is an important guarantee for the integration between industry and education. However, the teaching staff construction of tourism management in application-oriented universities is insufficient. Firstly, the practical experience and professionalism of some teachers need to be improved. Most of the existing teachers in application-oriented universities move directly from school to their position.

They lack practical work experience in the tourism industry, and have cognitive biases in the development situation of the tourism management industry and enterprise management. It results that these teachers cannot provide effective practical guidance for students. Secondly, the introduction and training of double-qualified teachers are insufficient. Although application-oriented universities have realized the importance of double-qualified teachers to the integration between industry and education, in the practical operation of tourism management, due to the restrictions of funds and policies, there is still a lack of teachers with both theoretical teaching ability and practical experience in these schools, which affects the in-depth development of the integration between industry and education. Finally, the opportunities for teacher development and training are limited. Some universities have insufficient investment in the construction of teaching staff and lack perfect training and development mechanisms for teachers, which makes teachers unable to update their knowledge and skills related to tourism management timely. This not only leads to the failure of the effectively improvement of the overall quality and ability of teachers, but also restricts the further development of the integration between industry and education.

2. The Practice Path of the Integration between Industry and Education in Application-oriented Universities

2.1 Motivate the Integration of Industry and Education

In order to better stimulate the impetus of the integration between industry and education of various subjects and promote the deepening development of the integration between industry and education in the tourism management, the government needs to make a good overall plan and plan the collaborative work among various departments involved in the integration between industry and education, so as to provide the basic guarantee for the implementation of the integration between industry and education in the tourism management. At the same time, the government should actively introduce relevant policies to encourage and support enterprises to participate in the integration between industry and education in tourism management through tax relief and financial support, in order to improve the enthusiasm of enterprises to

participate in the integration between industry and education. At the same time, universities should proactively adapt to the market demand, adjust their own education concept, fully realize the importance of the integration between industry and education in personnel training, and proactively establish a close cooperative relationship with enterprises. Besides, universities can promote the integrated development of production, education and research through jointly carrying out scientific research projects, courses development and student training, so as to realize the resource contribution and complementary advantages and jointly promote the optimizing development of the integration between industry and education in tourism management^[3]. In addition, universities and enterprises can regularly hold cultural exchange activities, such as symposiums and seminars, to share their cultural ideas and development results, in order to enhance mutual understanding and trust, and create good conditions for the development of the integration between industry and education.

2.2 Improve Collaborative Governance Mechanisms

In order to promote the in-depth development of the integration between industry and education in tourism management, it is necessary to establish a collaborative governance mechanism and improve the management system of the integration between industry and education. First of all, universities and enterprises should jointly develop collaborative education plans, clarify the responsibilities and obligations of each subject, and plan the specific implementation steps and time nodes to ensure the orderly progress of the collaborative education. At the same time, it is necessary to establish a benefit-sharing and risk-sharing mechanism to balance the interests of all parties and form a long-term and stable cooperative relationship. Second, there is a need to strengthen the communication and coordination between universities and enterprises. The two sides may hold joint meetings regularly to conduct in-depth discussions and exchanges on the problems in the collaborative education, so as to timely solve the problems and contradictions in the cooperation. At the same time, information technologies can be used to establish an information sharing platform, in order to timely release the teaching trends, industry information

and other information, which can promote the effective transmission of information between the two sides, and ensure the smooth progress of collaborative education. Finally, it is necessary to establish the supervision mechanism of the integration of production and education. Universities and enterprises jointly develop regulatory standards and processes, and clarify their regulatory responsibilities and authority, so as to avoid regulatory gaps and duplicate supervision, and thus ensure the effective implementation of various plans. At the same time, third-party evaluation institutions can be introduced to regularly evaluate and supervise the effect of the integration between industry and education to ensure the quality and effect of the integrated education.

2.3 Innovative Collaborative Education Model

In order to deepen the integration between industry and education, the tourism management of application-oriented universities needs to innovate the collaborative education model. It can better meet the requirements of the market and the personnel training. First of all, it is necessary to deepen the school-enterprise cooperation and realize the resource contribution. Universities should establish closer cooperative relationships with enterprises, and go deep into various aspects such as curriculum development, textbook compilation and teaching method reform. To this end, universities can invite tourism management experts to participate in the course design and textbook compilation. Thereby, the actual needs and practical experience of the industry and enterprises can be integrated into the teaching content. It can ensure that the teaching content is closely connected with the reality. Secondly, we should strengthen the practical teaching, introduce the case teaching, project teaching and other practical teaching methods, and strengthen the construction of practical teaching base, so as to provide more practical opportunities for students. At the same time, universities should cooperate with enterprises to develop practical teaching projects to provide students with opportunities to deeply understand the operation mode and market demand of the tourism industry in practice, and improve their practical abilities and comprehensive qualities.

2.4 Strengthen the Construction of Teaching

Staff

Teachers are the important implementer of the integration between industry and education in tourism management. Therefore it is necessary to strengthen the construction of teaching staff and improve their qualities. Firstly, it is necessary to strengthen the training of existing teachers. Universities can provide teachers with on-the-job trainings, academic exchanges and other opportunities to help them improve professional abilities and the teaching level. At the same time, teachers are encouraged to participate in tourism management practice and research projects to improve their professionalism and practical abilities. Secondly, there is a need to establish a mechanism of mutual employment between teachers and enterprise personnel, and cooperate with tourism enterprises to carry out teacher training projects, so as to cultivate a double-qualified teacher team with both theoretical knowledge and practical experience^[4]. Finally, we need to improve the teacher evaluation system and incentive mechanism. Universities should establish a scientific and reasonable teacher evaluation system, and incorporate practical teaching results and school-enterprise cooperation results into the evaluation criteria, so as to encourage teachers to actively participate in the integration between industry and education and improve their sense of responsibility and mission.

3. Conclusion

In short, the implementation of the integration between industry and education in tourism management is a long and complicated process, which needs the joint efforts and exploration of the government, universities and enterprises. This paper proposes that only by continuously strengthening policy guidance, establishing collaborative governance mechanism, innovating collaborative education model, and strengthening the construction of teaching staff can we better adapt to the market demand and cultivate more excellent tourism management personnel, so as to promote the sustainable development and prosperity of the tourism industry.

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