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# Research on the Cultivation Path of College Students' Tourism Vocational Ability from the Perspective of School-enterprise Cooperation

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**Abstract:** Under the background of globalization and ever-changing market demand, the tourism industry has an increasingly urgent need for high-quality professional talents. As a model combining education, teaching and industry demand, school-enterprise cooperation provides an important path for the cultivation of college students' tourism vocational ability. This paper focuses on the significance of school-enterprise cooperation, analyzes the current situation of college students' tourism vocational ability training, and explores the innovative path of enhancing college students' tourism vocational ability through school-enterprise cooperation with practice as the guidance. It aims to provide theoretical basis for tourism industry integration.

**Keywords:** School-enterprise cooperation; Tourism professional ability; Collaborative education; Practice and innovation

## Fund Project:

1. "Research and Practice on the Cultivation of MTA Graduate Students' Innovative Abilities Based on Triadic Interaction Theory", a Key Project of Graduate Education Reform at Chongqing Three Gorges University, Project Number: XY-JG202403; 2. "Strategic Measures and Implementation Plan for the 'Double First-Class' Construction of Chongqing Three Gorges University", a Key Project of Higher Education Research at Chongqing Three Gorges University, Project Number: GJ202204.

With the vigorous development of tourism industry, the demand for high-quality and compound tourism talents is increasing day by day. However, the current college tourism education in practical ability training, curriculum and other aspects of the deficiencies, it is difficult to fully meet the market demand. As a mode of integrating university education resources and enterprise practice platform, school-enterprise cooperation has unique advantages in improving college students' vocational ability.

## 1. The significance of school-enterprise cooperation

### 1.1 Link campus classroom and industry site

The core value of school-enterprise cooperation lies in breaking the barriers between traditional teaching and practical work, and transforming "book knowledge" into "practical skills". Through cooperation, the theoretical teaching of colleges and universities can be timely integrated into the cutting-edge practice of enterprises, and students are no longer limited to the case analysis in the classroom during the learning process, but have the opportunity to go deep into the practice of enterprises. For example, tourism management students can directly participate in tourism product design, route planning, marketing and other specific links, so as to deeply understand the operation mechanism of the industry. The link of "classroom and scene" not only improves students' career adaptability, but also effectively shorens the transition time of students from school to the workplace, forming a talent training model of "learning is practical training, graduation is on the job".

### 1.2 Enabling multi-dimensional ability and innovative thinking

Tourism industry is an industry highly dependent on creativity and service, which requires higher comprehensive ability of employees. School-enterprise cooperation through a variety of practical links, so that students in the real work environment to practice

problem-solving ability. Students can participate in actual enterprise projects, from market research, program planning to resource integration, to comprehensively improve communication and coordination, teamwork and innovative thinking abilities<sup>[1]</sup>. The courses and projects jointly developed by the university and enterprise can provide students with interdisciplinary learning opportunities, such as the development of tourism products combining cultural creativity and digital technology, and help students realize the integrated development of multi-dimensional abilities.

### **1.3 Building a school-enterprise community and collaborative ecosystem**

School-enterprise cooperation is not only a one-time resource sharing, but also a process of building a talent training ecosystem between universities and enterprises. Through the establishment of cooperation mechanism, colleges and universities can rely on the industry experience and market resources of enterprises to optimize the curriculum, and enterprises can train talents more suitable for job needs through cooperation. For example, some tourism enterprises have jointly established order-type training programs with universities to train professionals who can meet the specific needs of enterprises. More importantly, the formation of the school-enterprise community provides a long-term exchange and cooperation platform for both sides, which helps to realize the two-way empowerment of education and industry, and promote the improvement of the quality of college education and the sustainable development of enterprises.

## **2. The current situation of college students' tourism vocational ability training**

### **2.1 Solid theoretical foundation, weak practical ability**

At present, colleges and universities generally pay attention to the teaching of theoretical knowledge in tourism vocational education, such as tourism management, marketing, cultural tourism resources development and other courses. These courses have laid a solid knowledge foundation for students, but there is often insufficient investment in practical teaching. On the one hand, some colleges and universities lack a practical platform for in-depth cooperation with the industry, and students' internships are mostly formalities, and it is difficult to get in touch with real work processes and problems. On the other hand, practical courses account for a limited proportion of the teaching program, and students have few opportunities to experience the operation mechanism of the tourism industry during their school years.

### **2.2 Diverse employment needs and single vocational ability**

The demand for jobs in the tourism industry shows a diversified trend, from tour guides to travel planners, from hotel management to cultural and creative development, and the ability requirements for practitioners are different. However, the training programs of many colleges and universities are mainly general-purpose courses, which fail to fully consider the vocational skills needs of different positions. For example, hotel management positions need to highlight service awareness and management ability, while tourism planning positions need innovative thinking and data analysis ability.

### **2.3 Delayed curriculum update and lack of feedback from the industry**

As a highly market-oriented industry, tourism industry's development trend and employment demand change rapidly under the influence of policies, technology and consumer behavior. However, the curriculum design and teaching content of many universities have failed to keep up with the pace of industrial development. For example, with the rise of smart tourism, digital and intelligent technology has become the core competitiveness of the tourism industry, but the relevant content has not been popularized in many college courses.

## **3. The innovation path of school-enterprise cooperation to enhance tourism professional ability**

### **3.1 Deeply customized training, accurately matching job needs**

The primary innovation path of university-enterprise cooperation to enhance college students' tourism vocational ability is to carry out in-depth customized training. According to the different job needs of the tourism industry, universities and enterprises can jointly design special training plans to deeply combine theoretical courses with practical projects. For example, for tour guide positions, enterprise-led simulation training courses can be introduced, covering practical skills such as explanation skills, crisis management, and customer communication. For tourism planning positions, interdisciplinary joint projects can be carried out, and students can participate in real market analysis, product design and promotion activities of enterprises to directly meet the needs of the industry<sup>[2]</sup>. Enterprises can set up "post LABS" to introduce the core business processes of enterprises into campus teaching, so that students can complete course tasks in real work scenarios. For example, the operation of scenic spots is simulated through VR technology, allowing students to assume different roles, experience and solve practical problems. The job-based training mode not

only enhances the practical ability of students, but also realizes the seamless connection between the teaching content of colleges and enterprises, so as to enhance the employment competitiveness of students.

### 3.2 Jointly build practice bases and create diversified training platforms

The establishment of co-construction practice base is an important innovative measure in school-enterprise cooperation, which breaks through the limitation of the traditional single internship scene and provides students with a more diversified practice platform. Universities and enterprises can set up long-term practice bases in scenic spots, hotels, travel agencies and other places by signing cooperation agreements, so that students can exercise in a real industry environment. For example, in cooperative hotels, students can not only participate in basic service work, but also learn management skills such as cost accounting and resource allocation under the guidance of corporate mentors, so as to master a full range of professional abilities from the grassroots to the management level. The practice base can also incorporate emerging technologies and innovations. For example, in combination with the development trend of smart tourism, we will build a “smart tourism experience center” to expose students to the latest technologies in the tourism industry, such as online booking system optimization, tourist data analysis, and intelligent management of scenic spots. Such a practical training platform can not only comprehensively enhance students’ skill reserve, but also provide enterprises with the opportunity to cultivate and observe potential talents, forming a win-win situation for universities and enterprises.

### 3.3 Innovate the evaluation system and balance practical ability and professional quality

The existing vocational ability evaluation system often emphasizes knowledge assessment, but neglects the evaluation of practical ability and comprehensive quality. Under the school-enterprise cooperation model, establishing a set of scientific and multi-dimensional evaluation system is an important innovation path to improve students’ tourism vocational ability. Universities and enterprises can jointly formulate evaluation standards, including vocational ability and comprehensive quality into the scope of assessment. For example, in the assessment of tour guide ability, in addition to the assessment of historical and cultural knowledge, students’ on-site explanation ability, emotional management level and crisis management efficiency should be paid attention to; In the evaluation of tourism planning ability, students’ innovation and execution can be comprehensively evaluated through the actual project results they participate in and the data analysis of market feedback<sup>[3]</sup>. The evaluation system should pay attention to dynamic and feedback. After the students complete the project in practice, the enterprise mentor and the university teachers can jointly organize a review meeting, through evaluation and feedback, to help the students identify their own strengths and weaknesses, and develop follow-up ability improvement plans. For example, after a guided tour, the tutor can provide detailed advice based on the student’s performance, from voice expression to customer service details, to gradually improve the student’s professionalism. Through the multi-dimensional and dynamic evaluation system, universities and enterprises can not only train talents more accurately, but also transport comprehensive tourism professionals who are more in line with the needs of the industry.

## 4. Conclusion

The cooperation between university and enterprise provides a new practice model for the cultivation of college students’ tourism vocational ability. By linking the campus and the industry, integrating the theoretical advantages of colleges and universities with the practical resources of enterprises, not only can comprehensively improve the vocational adaptability of students, but also can realize the positive interaction between education and the industry. In this process, the innovative customized training, diversified training platform and scientific evaluation system jointly build a new ecology of tourism talent training, and deliver more professional and diversified compound talents for the industry.

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