

Research on Capacity Building of Service Industry in Tourism Major of Higher Vocational Colleges

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Abstract: As an important method of talent cultivation, the capacity building of service industry of tourism major is the responsibility of higher vocational colleges in order to serve local economic construction and also to strengthen their self-construction. This paper reveals the current situation of the capacity building, and then explores the strategies and methods. Especially, according to the needs of tourism enterprises, this study puts forward some feasible measures, such as the combination mechanism of universities and enterprises, the reform and innovation of curriculum system, the improvement of teachers and the establishment of training bases, which contributes to the "individualized" scheme for the capacity building of service industry in tourism major of higher vocational colleges.

1. Introduction

It is of far-reaching and practical importance for the cultivation of students, the higher vocational colleges, the society and even the country to strengthen the capacity building of service industry in tourism major of higher vocational colleges.

First, the capacity building of service industry in tourism major of higher vocational colleges is the responsibility of higher vocational colleges to serve the local economic construction.[1] The report of the Nineteenth National Congress of the Communist Party of China not only depicts the blueprint of rejuvenation of China to build a more powerful country, but also makes specific arrangements for strengthening vocational education.[2] General Secretary Xi repeatedly stressed that each generation should bear their responsibility for the nation. Vocational colleges, as well as tourism majors, should do their best to serve and repay the society and contribute to local economic construction, which not only utilize their professional advantages, but also serve as their social responsibilities.[3] Specifically, the tourism major in higher vocational colleges should give full play to its advantages in educational resource, which can greatly improve the quality of staff and provide high-quality talents for enterprises.[4] For example, organizing train programs for on-the-job employees and reemployment training programs for laid-off workers, and issuing qualification certificates to those who have achieved the corresponding results. The research on this subject will surely serve the local economic and social development.

Second, the capacity building of service industry in tourism major of higher vocational colleges is the only way to strengthen the construction of higher vocational colleges.[5] In recent years, the development of vocational education has been attached great importance in China, that is, the emphasis on "Five Combinations" of higher vocational education: the combination of profession and industry, the combination of curriculum and vocational standards, the combination of teaching process and production process, the combination of academic certificates and vocational qualification certificates, and the combination of vocational education and lifelong learning. The service industry of higher vocational colleges is not only the requirement of implementing the national policy, but also the necessary for its own development. Only by deeply integrating with enterprises and combining with the local and national pillar industries, can the tourism major in vocational colleges achieve sustainable development.

Third, the capacity building of service industry in tourism major of higher vocational colleges is an important way to train professional talents.[6] Tourism enterprises can provide practice bases and employment platforms for training talents in higher vocational colleges, which can greatly improve the ability of scientific and technological R&D and practical working ability of tourism major in higher vocational colleges. [7] At present, tourism enterprises have higher requirements for students' professional qualities, such as interpersonal communication and teamwork. However, it is difficult to cultivate this vocational adaptability only through simulated training on campus. Through the practice program of "School in Factories and Factories in Schools" jointly established by vocational schools and enterprises, students have the opportunity to contact with tourism enterprises and the society, which will change their outlook on life, values and employment step by step, and eventually enhance students' social awareness and adaptability. It can be said that strengthening the capacity building of service industry in tourism major of higher vocational colleges is of great benefit to the training of tourism professionals.

2. Current situation of the capacity building of service industry in tourism major of higher vocational colleges

In December 2017, the General Office of the State Council issued *Opinions on Deepening the Integration of Industry and Education*, clearly regarding the integration of industry and education and the service industry as an important task for the reform and development of colleges and universities. The service industry in tourism major of higher vocational colleges includes tourism management, hotel management, tour guide and other majors. At present, the tourism colleges and universities in China give great impetus to the integration of industry and education, and collaborative school-enterprise education. In terms of school-running mechanism and personnel training mode and other aspects, various attempts have been made, forming a lot of innovative, ground-breaking, effective, diverse and successful practices.

However, some improvements are still urgent in these practices. Firstly, higher vocational colleges have insufficient understanding in terms of serving local industries. In the process of implementing the integration of industry and education and serving local industries, higher vocational colleges also have some deviated understanding. Some of them have established corresponding institutions, but more to meet the requirements of documents. Instead, they have few opportunities to use the platform to carry out activities; some only sign the practice base agreement, based on the view that the integration of industry and education and service industry is only aimed to solve some practical problems such as students' internship and job allocation. As for how tourism education in higher vocational colleges should serve the economic construction and contribute to enterprises and the society, less attention has been paid by higher vocational colleges.

Secondly, the combination mechanism for the integration of schools and local industries is not complete enough. School and local tourism industry consider more from the simple perspective of school-enterprise cooperation. Although it has some achievements, the industry and higher vocational colleges themselves lack internal links, and systematic and perfect institutional guarantee. For example, the survey found that the social security system of enterprises, the teacher-enterprise practice system, school-enterprise cooperation, and the combination of industry and education and other laws and regulations are generally incomplete and incoherent.

Thirdly, the service scope of school to local industry is not broad and the level is not high enough. In the process of implementation, personnel training model under the original school-enterprise cooperation, the curriculum system construction, the exchange and cooperation of teachers, the double certificate system, and other systems are simply copied, resulting in the low quality of school services to the local tourism industry. Many higher vocational colleges have signed school-enterprise cooperation agreements with tourism enterprises, but their cooperation is only on the superficial stage of students' internship and employment, mostly confining to the single skill or simulation operation under the school-enterprise cooperation.

Fourthly, the construction of tourism major in higher vocational colleges is not target-orientated. The tourism major in higher vocational colleges is set up only based on the investigation of needs of

talents and students. However, the overall distribution of tourism major construction in relevant higher vocational colleges lacks effective guidance and precise combination with enterprises, which results in information asymmetry and homogenization of tourism major among higher vocational colleges. The disconnection between schools and enterprises leads to the asymmetry between the needs of enterprises and the professions of schools. On the one hand, enterprises cannot recruit suitable skilled talents; on the other hand, graduates fail to find a job. The supply and the demand are disconnected.

3. Strategies and methods on strengthening the capacity building of service industry in tourism major of higher vocational colleges

3.1 Establish the normalized combination mechanism and strengthen the in-depth school-enterprise cooperation

The characteristic of practical in tourism industry is very distinct, which requires the tourism major in higher vocational colleges to increase the applied teaching. It is also an important indicator of capacity building of service industry. The survey found the school-enterprise cooperation are generally not in-depth. The main problem is the unsmooth combination mechanism.

Firstly, establish the mechanism of School-Enterprise Cooperation Council. The School-Enterprise Cooperation Council for Tourism Management Major, composed of representatives of schools, enterprise, industry, industry associations, and personnel of tourism department in government. The council will formulate the relevant articles of association, clarify the work responsibilities, cooperation system and phased tasks of each member, hold two to three annual Council meetings, demonstration meetings of personnel training program, school-enterprise supply and demand meetings and tourism skills competition, and so on, so as to standardize the operation mode of cooperation from the aspect of institutional mechanism.

Secondly, build the school-enterprise cooperation mechanism. The advantages of cooperative enterprises should be made full use to involve enterprises in the whole process of tourism profession construction and student training, and promote cooperation in terms of tourism talents training program, curriculum resources construction and development, and reform of teaching content and method. For example, schools and enterprises can jointly set up teaching teams, discuss reform of teaching methods, carry out educational and teaching research, work out the quality evaluation system for training, and adopt the "Three-tutor" system (in-school tutors, enterprise tutors and alumni tutors guide the internship together), so as to achieve seamless connection between personnel training and the actual needs of enterprises.

Thirdly, build deeper and more expanded mechanism for school-enterprise cooperation. In terms of the depth of cooperation, the transformation from the single internship cooperation to the comprehensive cooperation can be gradually realized. The comprehensive school-enterprise cooperation include mutual training bases, mutual recruitment of teachers, and so on. In terms of the scope of cooperation, the internship workplace can be expanded from a single hotel to all types of enterprises, such as travel agencies, scenic spots, clubs, and restaurants.

3.2. Reform and innovate the curriculum construction system according to the objectives of the service industry

Curriculum construction is the core of talent cultivation and the basis to enhance the capability of service industry. It requires colleges and universities to keep abreast of the market and industry needs, and innovatively build a curriculum construction system to meet the needs in the new era.

First, organize in-depth investigation and research. It is necessary for higher vocational colleges to corporate with enterprises and investigate the information about positions and professional standards of enterprises, so that the requirements of the position for students' theoretical knowledge and skills can be analyzed and the plan of curriculum construction system can be worked out before repeated demonstrating for enterprises.

Second, innovation based on inheritance. The traditional curriculum system should be deconstructed and reconstructed. Project-based teaching, which takes typical tasks as the carrier and integrates "teaching, learning and practicing", should be adopted to establish a new curriculum system that integrates professional standards and socialist core values and conforms to the law of vocational capability development and the requirements of age.

Third, strengthen the construction of core courses. Backbone teachers should be organized to cooperate with experts in tourism industry. According to the skill requirements of professional posts and the working process, the task-driven and project-oriented teaching mode should be promoted to develop professional courses and teaching resources with core competitiveness. Take the talent training of tourism management major as an example, the core courses such as "Tourism Service Etiquette", "Tourism Product Marketing and Public Relations", "Explanation Skills Training of Tourist Guide" is the priority in curriculum construction, especially "Tourism Service Etiquette" should be enhanced to be a national course of excellent resource sharing. Enterprises are welcome to entirely participate in the curriculum construction. An interactive resource bank of courses should be founded to form a mechanism to continuously improve the course content and teaching methods.

3.3 Cultivate the "double-capability" teaching staff (teachers with both teaching and professional qualifications engaged in vocational education)

In the capacity-building of professional service industry, the teachers have played a fundamental role. As far as tourism major in higher vocational colleges is concerned, there is an urgent need to form a multi-level and multi-type "double-capability" teaching team based on both teaching and professional qualifications, with professional leaders as the leader, backbone teachers as the center and part-time teachers as the assistant.

First, major leaders should play their role. Leaders of tourism major should be familiar with the trends of tourism industry, understand the development trend of tourism major, and have strong leadership ability. Research programs of professional management and teaching ability should be organized for them in regions and countries with developed tourism industry. They can also practice and work in enterprises, preside over educational research projects to renew the concept of professional construction and improve the ability of professional technical service. Besides, professional travel agents can also be employed as a professional leader to participate in the formulation of talent training programs and curriculum standards.

Second, backbone teachers should give full play to their role. Backbone teachers who have medium-grade or higher professional title, or master's degree or above, and have full-time and part-time working experience in enterprises are competent for professional teaching and scientific research of core courses. In order to broaden their vision and improve their professional practice ability, many measures can be adopted, such as domestic research, professional exchanges, temporary posts in enterprises, degree promotion, and teaching and research projects. Professionals in travel agencies who may organize skills training and productive training can also be employed as full-time backbone teachers so as to participate in the teaching construction of tourism major in an all-round way.

Third, build a training platform for "double-capability" teachers. Teachers with both teaching and professional qualifications should be able to engage in both professional theory teaching and students' skills training. Every year, a certain number of teachers can be arranged to do part-time job in travel agencies, scenic spots, exhibitions and other enterprises for three months to half a year. Teachers should be encouraged to participate in vocational competence training, and those participators who obtain vocational qualifications should be given certain financial support, so that the teachers will have not only teachers' professional titles, but also working experience and professional qualifications.

3.4 Construct internship and training bases both inside and outside schools to enhance industrial development

One of the important objectives of the capacity building of service industry in tourism major of higher vocational colleges is to enable students to acquire the practical abilities required by a

particular occupation or occupation group, and to train high-skilled talents for the production, construction, management and service. This is also the most distinct difference between vocational education and regular higher education, that is, vocational education emphasizes the close link with the reality and the organic integration with industry. Therefore, the construction of internship and training bases inside and outside schools is of importance.

On the one hand, promote the construction of "factory in school". Higher vocational colleges can cooperate with travel agencies to build "travel agency on campus" which is jointly managed by enterprise personnel and teachers, and students participate in the operation. Through the training of practical tasks, teachers' practical ability and scientific research service ability can be effectively improved. At the same time, the course content and the actual business of travel agencies should be integrated so that students can experience the actual pressure of work. In this manner, their sense of competition will be aroused and their practical ability will be enhanced.

On the other hand, promote the construction of "school in factory". The "Training and Research Department" and the productive training base can be set up in tourism enterprises. Experts in enterprise should be the main part, supported by school teachers as the supplementary part, to provide intellectual and R&D support for enterprises. Classes can also be set up in enterprises, where students can conduct productive practice guided by skilled personnel in enterprises. Teachers and tourism enterprises should jointly formulate practical teaching programs and safety guarantee system for internship and training.

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