

Study on the Training Pattern of Tourism Management Teachers on Temporary Work Off-campus in Applied Baccalaureate Universities

Taking Zhaoqing University as an Example*

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Abstract—At present, there are some problems in China's higher education, such as structural contradiction, homogenization and so on. Therefore, the government will guide some local universities to transform into application-oriented universities. Some colleges and universities are urged to really turn their thinking to training application-oriented technical and technical talents. At the same time, it is proposed to send teachers to enterprises for training, temporary work and practical training in a planned way. But in reality, teachers' enthusiasm to take part in off-campus job training is not high and it is difficult. This paper studies the bottleneck problem that hinders teachers from holding temporary posts off-campus from three aspects of teachers, universities and hotels, in order to put forward countermeasures to solve the problem, and tries to formulate the development mechanism as a whole systematically.

Keywords—*applied baccalaureate universities; tourism management major; "double-qualified" teacher; field practice*

I. INTRODUCTION

A. *The Structure and Quality of Higher Education Personnel Training in China Are Not yet Adapted to the Requirements of Economic Restructuring and Industrial Upgrading*

At present, China has built the largest higher education system in the world and made great contributions to the modernization drive. But with the development of the economic situation, the relationship between talent supply and demand has undergone profound changes. In the face of profound economic structure adjustment and industrial upgrading is speeding up, advancing social culture construction, especially the implementation of the strategy of developing innovation drive, higher education structural contradiction more prominent, homogeneity tendency is serious, the problem of low quality of graduates employment

*Fund: The 2018 annual travel talent program of 10,000 from Ministry of culture and tourism of China; Item: Study on the training mode on Temporary Work Off-campus for teachers of tourism management related majors in Applied Baccalaureate Universities; Project number: WMYC 20184-042

and employment is still not effective in relieving, shortage of production line of applied, complex and innovative talents training mechanism is not yet fully established, the structure of talent fostering and the quality is not adapt to the requirement of economic restructuring and industrial upgrading (Renzhong, 2014).

So China's higher education must take powerful measures to crack the top design enough transition in the development and reform, reform such outstanding problems as insufficient power, system constraints, find the focus of transformation in the development and breakthrough, truly strengthen local colleges for the ability of regional economic and social development services, serving the industry enterprise technology progress ability, the ability to create value for the learners.

B. *The Chinese Government Has Started to Guide Some Local Universities to Transform into Application-oriented Universities*

On November 16, 2015, the Ministry of Education, the National Development and Reform Commission and the Ministry of Finance issued the guidelines on "Guiding the Transformation of Some Local Universities Into Applied Baccalaureate Universities", The document proposed to guide some local Applied Baccalaureate Universities to transform into application-oriented Universities, turn their ideas really to serve the local economic and social development, and to comprehensively improve the university's ability to serve the regional economic and social development and innovation-driven development. (QingYun, 2015).

Teachers are the practitioners of the transformation and development of colleges and universities. Colleges and universities should adjust the structure of teachers, reform the system of teacher appointment and evaluation, actively introduce professional talents recognized by the industry, and employ outstanding professional and technical personnel, management personnel and highly skilled personnel of enterprises as leaders of professional construction and full-

time and part-time teachers (YaoYao, Xun, & Dan, 2004). Colleges and universities should systematically select and send teachers to enterprises for training, temporary work and practical training. It is necessary to strengthen teachers' initiative and enthusiasm to improve their practical ability through the system reform of teaching evaluation, performance appraisal, position (professional title) evaluation and employment, salary incentive and school-enterprise communication.

C. The Transformation and Development of Tourism Management Major in Colleges and Universities Should Strengthen the Cultivation of Teachers' Practical Ability

As a highly practical tourism management major, teachers are generally lack of practical experience. This problem has become a bottleneck restricting the development of education in this major (HongFang, 2013). Therefore, there must be a group of teachers with high theoretical level and strong practical ability to adapt to it. It has become an inevitable trend that colleges and universities can continuously encourage teachers to experience in enterprises. The key to solve the problem is to explore the training mode of teachers' temporary work off-campus.

On October 25, 2016, the education department, the development and reform commission and the department of finance of Guangdong province issued the implementation opinions on "Guiding Part of Applied Baccalaureate Universities to Transform into Application-oriented Universities". Zhaoqing University is one of 14 universities and colleges in Guangdong province that have been selected as pilot institutions for transformation and development. The document also calls for the establishment and improvement of relevant policy systems, the establishment of green channels for recruitment, and the support of universities in transition in sending their teachers to enterprises and industries for training, temporary posts and practical exercises.

Then, Zhaoqing University quickly held a meeting to arrange and promote the related work of transformation and development. And quickly issued "Zhaoqing college teachers outside temporary training management measures", Encourage and support teachers to participate in the practice of enterprises off-campus. From the state to Guangdong province and then to Zhaoqing university, this is an important direction and route for local Universities to transform from application to development. The specific management measures formulated by Zhaoqing University are the specific implementation actions for the transformation and development, which creates a path for teachers in Applied Baccalaureate Universities to participate in the off-campus temporary post training.

II. THEORETICAL FOUNDATION

A. Transformation and Development

Guiding some local Applied Baccalaureate Universities to transform into application-oriented Universities is the decision and deployment of the Chinese government to solve

the problems such as the more prominent structural contradiction of higher education and the serious tendency of homogenization. Subsequently, the Ministry of Education, the National Development and Reform Commission and the Ministry of Finance issued the guidance on "Guiding the Transformation of Some Local Universities Into Applied Baccalaureate Universities" (Jiao Fa [2015] No.7), which specifically implemented the important decision of the Applied Baccalaureate Universities in some places to transform into application-oriented Universities (QingYun, 2015). So the provinces began to issue implementation documents one after another.

These top-down documents set off an upsurge in the transformation of some universities in China's higher education into application-oriented ones. Education authorities require that in the process of transformation and development, the successful experience of higher education and vocational education reform in recent years must be systematically summarized to make the reform more systematic, holistic and coordinated. We should continue to improve the policy system for promoting transformation and development, and promote reform in key and difficult areas such as institutional setup, enrollment plan, funding system, university governance structure, discipline and specialty setup, talent training model, faculty building, and enrollment and examination system (BingLin & Xinfeng, 2016).

B. Applied Baccalaureate Universities

China's higher education shoulders the responsibility of cultivating highly educated and high-level talents for production, construction, service and management. All colleges and universities implement education and talent training in accordance with this positioning, which leads to more prominent structural contradictions in higher education and serious tendency of homogenization. The problem of difficult employment and low quality of employment for graduates has not been effectively alleviated. The training mechanism for application-oriented, inter-disciplinary and innovation-oriented talents that are in short supply in the front-line of production and service has not been completely established. The structure and quality of talent training have not yet met the requirements of economic restructuring and industrial upgrading (Renzhong, 2014).

Therefore, the state requires some local Universities to transform to Applied Baccalaureate Universities. The undergraduate education of higher education is divided into two categories: applied education and academic education. In the new round of transformation and development of some local Universities to application-oriented Universities, the state requires that these universities should first establish the orientation of application-oriented types and the responsibility and mission of cultivating application-oriented technical and technical talents. It is needed to take the integration of industry and education and school-enterprise cooperation as the breakthrough point, to identify the entry point, innovation point and growth point according to the development demand of the service area and industry, and formulate the reform schedule and road map (Bing Lin & Xin Feng, 2016). Such colleges and universities should

establish a cooperative school-running and cooperative governance mechanism with the participation of schools, local governments, industries, enterprises and communities, so as to better connect with the innovation and development of economic development zones and industrial clusters, talents training and technological innovation needs of industrial enterprises, and local innovation resources (Qing Yun, 2015). They should also actively seek the support of local governments and industrial enterprises, and form a pattern of interconnected development between universities and local governments by building collaborative innovation centers, industrial research institutes, innovation and entrepreneurship bases. (Xiao Mei, 2018).

C. "Double-qualified" Teacher Training

The definition of "double-qualified" teachers is a hot topic in the field of faculty research. According to the relevant documents formulated by the ministry of education, most scholars define "double-qualified teachers" as full-time teachers who have the professional title of lecturer or lecturer or above and one of the following conditions: (1) intermediate (or above) technical title (including industry licensing qualification certificate) with practical work experience in the specialty, and professional qualification or professional skill examiner qualification; (2) over the past five years, I have more than two years of practical work experience in my major in the front line of the enterprise, or I have participated in the teacher professional skills training organized by the ministry of education and obtained the qualification certificate, which can comprehensively guide students' professional practice and training activities; (3) presided over (or mainly participated in) two applied technology researches in the past five years, and the results have been used by enterprises with good benefits; (4) in the past five years, I have presided over (or mainly participated in) the design and installation of two practical teaching facilities in the university or the improvement of technical level, with good use effect, ranking the advanced level among similar institutions in the province (Xiao Mei, 2018).

According to the definition of "double teacher quality" by the ministry of education, it can be seen that the ability of "double teacher type" teachers is mainly reflected in the following four aspects: first, holding relevant industry qualification certificates and having lecturer qualification; Second, has certain practical experience or practical work experience; Third, the research results have been used by enterprises and have obtained benefits; Fourth, the practice of teaching peer praise. This study believes that "double-qualified" teachers in colleges and universities should have college teacher qualification certificate and relevant professional qualification certificate, take temporary training in related enterprises for more than one month every year, and be recognized by related enterprises. Only by practicing in enterprises can college teachers master relevant practical teaching skills and be competent in practical teaching.

D. Field Practice

In the "Decision of the state council of China on vigorously developing vocational education", it is proposed

that "We should establish a system for vocational education teachers to practice in enterprises". The Chinese government attaches great importance to the establishment of vocational education teachers in the practice of enterprises. In view of the more prominent structural contradictions and serious homogenization tendency of higher education in China, the paper proposes to promote the Applied Baccalaureate Universities to transform to application-oriented development from the overall situation of adapting to and leading the new normal of economic development and service innovation-driven development. And put forward the plan to send teachers to enterprises for training, temporary work and practice. In other words, in accordance with the requirements of professionalism and practicality, college teachers are sent to the practice posts of enterprises related to their majors for training, so as to train teachers to be "double-qualified and double-capable".

It is a key factor to promote the transformation of local colleges and universities to application-oriented development, as well as a key factor to determine whether enterprises can cultivate the shortage of application-oriented talents, which is of great practical significance. The enterprise training under the teachers is one of the most effective methods to improve teachers' skills, guarantee the quality of education and cultivate the quality of "double teachers". At the same time, the training of the teachers to the front-line of enterprises is conducive to the deep understanding of the enterprise's demand for talents, and effectively improve the matching degree between supply and demand; it is conducive to fully understanding the enterprise operation mode, enterprise culture, enterprise business philosophy, and improve their professional quality; What is particularly important is that through enterprise practice, the teachers can maintain communication and interaction with industries and enterprises, understand the forefront of industries and enterprises, enrich the content of curriculum reform, improve the teaching model, and make the goal of talent training more close to the needs of enterprises and society (Chunyan & Ping-an, 2011).

To sum up, although the teacher's credentials the exercise outside of role transition and development in colleges and Universities, but due to many reasons Applied Baccalaureate Universities teacher credentials the exercise participation enterprise's enthusiasm is not high, even one's credentials the exercise in after problems become a mere formality, etc., especially in tourism management major, teacher's credentials the exercise outside the enthusiasm is not high, the effect is not ideal. This study will conduct an in-depth analysis of the current situation and root causes of the low enthusiasm and unsatisfactory effect of teachers in Applied Baccalaureate Universities' tourism management majors in participating in the off-campus temporary job training, and explore the methods to solve these problems, and try to explore a model suitable for teachers in application-oriented universities' tourism management majors to participate in the off-campus temporary job training.

III. RESEARCH METHODS

The bottleneck of teachers holding temporary posts outside the university usually involves three aspects: teachers themselves, university administrators and the hotels they cooperate with. However, a single independent study on either aspect is one-sided. This study will simultaneously study the bottleneck problem that hinders teachers from holding temporary posts off-campus from three aspects: teachers, university administrators and hotels, so as to put forward countermeasures to solve the problem, and try to study the balance point of solving the dilemma in all aspects, so as to formulate the development mechanism in a holistic and systematic way.

IV. ANALYSIS OF CURRENT SITUATION AND CAUSES

A. *Status Quo Introduction*

Applied Baccalaureate Universities tourism management major have stronger application requirements than other majors, so it is more urgent and necessary to encourage teachers of this major to go out for temporary employment in enterprises. Although colleges and universities have issued documents and systems to encourage teachers to go out for temporary employment for exercise, teachers are still not very enthusiastic about applying for temporary employment for exercise, which makes the off-campus temporary employment exercise receive cold reception before it is promoted.

B. *Cause Analysis*

1) *Insufficient support and cooperation from the enterprise*

a) Inadequate understanding of concepts: Although the Chinese government issued the "Decision on vigorously developing vocational education" in the document pointed out: "enterprises have the responsibility to accept vocational college students internship and teacher practice. However, some enterprises believe that the development of vocational education is more a government action, and the in-post internship of teachers is not of great benefit to the enterprise itself, and the enthusiasm of the enterprise is not high (RongRong, 2011). In addition, most enterprises believe that the internship of teachers is just a formality, and they will not be strict with teachers and cannot achieve satisfactory results.

b) The support attitude of the enterprise is not in place: As a liberal arts tourism management major, its high sophisticated technical content is not high, enterprises rely on the scientific research degree of colleges and universities is not high, making the tourism related majors school-enterprise cooperation is often difficult to achieve substantial results (JiaXiu, 2013). Teachers of tourism management major who go to tourism enterprises for temporary job training are often regarded by the receiving enterprises as not contributing much to the enterprises. The enterprise will regard the teacher's temporary employment training as a simple dependence on the enterprise, which

cannot create due value for a long time. Causes the enterprise to the temporary duty exercise teacher's exercise opportunity to be limited, is only the table above to cope with and the reception. The effect of such temporary exercise will be greatly reduced. How to make enterprises more willing to make efforts to give more opportunities to train teachers on temporary posts is the key factor for the success of temporary training, but it is still difficult for the less technical tourism management major.

c) The enterprise's cultivation measures are not enough: Although some enterprises accept the training of a few teachers, but the key technology, key data, key positions and the whole production process is not willing to be regarded as "outsiders" of teachers open, so that the "double-qualified" teachers training lack of practical support, the effect of training is difficult to be guaranteed (L. Jing, 2009).

2) *The running mechanism of temporary teacher training is not smooth in university*

a) The university does not pay enough attention to and have insufficient understanding: The evaluation of teachers is mainly scientific research and teaching. Most colleges and universities believe that the temporary employment of teachers in enterprises has no actual contribution to colleges and plays no role in the completion of educational indexes. Therefore, they believe that the temporary employment training of teachers off-campus has no effect, and they do not support teachers to take temporary employment training in enterprises off-campus in terms of attitude.

b) Universities are reluctant to send teachers out for temporary posts due to the shortage of teachers: Many colleges and universities are often faced with the situation that professional teachers are not enough because of the establishment, and teachers are still nervous about completing normal teaching tasks, let alone transferring teachers to enterprises for off-job practice. So sometimes companies get in touch, but college teachers "can't send them out." (W. Jing, 2010).

c) The off-campus temporary post training mechanism of teachers in colleges and universities is not perfect: Although some colleges and universities realize the importance of enterprise training under the teachers, their management systems and assessment methods are single. The lack of a certain effective quality monitoring mechanism and evaluation mechanism during the training period of enterprises under teachers will often become a mere formality, which will not only fail to achieve the purpose of practical training, but also cause unnecessary waste. Some teachers spend time and energy to participate in the enterprise practice, not only there is no corresponding compensation at the end of the year assessment, the system of teacher professional title review is also lack of support for the teachers outside the temporary job training, some will be affected, which will weaken the enthusiasm of teachers to participate (L. Jing, 2009).

Colleges and universities often attach more importance to publicity than action when promoting teachers' participation in off-campus temporary job training. When the teachers begin to hang up the post exercise, they will be in the lost situation that no one CARES about, so it is easy to appear the phenomena and problems such as the neglect of the form of management and supervision in the hang up the post exercise, the insufficient evaluation of the effect of the hang up the post exercise, and the failure to cash in the recognition of "double teacher and double ability" after the hang up the post exercise. This will make the teacher temporary training into an empty policy, not sustainable implementation. Therefore, the management of the process, evaluation and identification of the results of the temporary employment training for teachers in colleges and universities are the key to the continuous promotion of the temporary employment training for teachers.

3) *Low enthusiasm of enterprises for hiring part-time teachers*

a) *Teachers have insufficient understanding of concepts:* The income of highly effective teachers mainly comes from the promotion of professional titles, and the main basis for the promotion of professional titles is academic research results. Even under the pressure of the superior arrangement, I just hold a "go through the motions" attitude in the actual temporary job training, passively go to temporary job training, and can't take the initiative to use the conditions and resources of the temporary job unit to cultivate and exercise myself, nominally participate in the temporary job training, but actually have no harvest (Chunyan & Ping-an, 2011).

b) *Teachers are under great pressure in campus work during temporary employment:* Some teachers usually teaching tasks are relatively heavy, and it is difficult to take a long time under the enterprise. The use of weekends, holidays under the enterprise, and increase the additional burden of teachers, which will lead to cannot do two things at the same time, the work pressure increased sharply, so that the teachers under the enterprise training opportunities and less time (W. Jing, 2010).

c) *The treatment of teachers may be threatened:* Since the financial support policies of most colleges and universities for temporary off-campus employment are still not clear, teachers will lose the subsidy of teaching hours and their income will be affected (Chunyan & Ping-an, 2011). During the off-campus temporary employment practice, there will be frequent transportation; accommodation and other related expenses, which are usually borne by the individual, making teachers bear greater economic pressure.

V. CONSTRUCTION OF THE MODEL OF TEMPORARY JOB TRAINING FOR COLLEGE TEACHERS

A. *The Transformation and Development of Local Colleges and Universities Provides an Opportunity for the Teachers in Tourism Management Major to Take Temporary Jobs Outside School*

The tourism management major teachers' off-campus temporary training in Zhaoqing University is the time for the school to be approved as a pilot school for application transformation by Guangdong provincial department of education. Teachers can take advantage of the opportunity of application-oriented transformation, successfully completed their own off-campus temporary training course through seeking the guidance of relevant competent departments and the high degree of cooperation with the enterprise, integrated service local industry skills, and apply to the labor of teaching jobs, successful find a suitable model for Applied Baccalaureate Universities tourism management major teachers practice outside.

B. *School-enterprise Collaborative Education Platform Provides Temporary Posts for Teachers of Tourism Management Related Majors*

In order to thoroughly implement the requirements of transformation and development of colleges and universities, the tourism management major of Zhaoqing University takes cultivating application-oriented talents as the goal, attaches importance to practical teaching, gradually increases the proportion of practical teaching, and continuously promotes the deep integration with enterprises. Through the establishment of the strategic partnership with Marriott International Hotel Group, they has been built tourism management professional collaborative education platform, and regularly carry out cooperation and with Marriott International Hotel Group in students practice and so on.

They have joined the school-enterprise cooperation project "Wan Li Hao Cheng" initiated by Marriott International Hotel Group, and can regularly send their teachers to practice their posts in the hotel group, which provides a feasible opportunity and platform for the off-campus hang up post training of tourism management major teachers in this school.

Through the application and the approval of the university, the teachers of tourism management major of Zhaoqing University participated in the off-campus training practice of the cooperative education platform. They also took charge of the actual management and operation in the hotel, and were actually responsible for the overall or partial operation of the hotel, providing a successful case and path for teachers to be off-campus.

C. *Achieving Professional Skills and Learning in the Real Market Competition and Service Environment*

These colleges and universities should send teachers to hold temporary posts in enterprises, treat them as an employee or manager of the enterprise to a fixed position for practice and exercise. In this way, those teachers can test

their theories and knowledge in the real market competition and service environment, so as to improve their professional practical skills. This kind of temporary job training form can improve the insufficiency of tourism management teachers in their own work experience in a more comprehensive and systematic way, and can let teachers have a deep understanding of the development status of enterprises and industries, which is of great help to the teaching work in the future.

D. Scientifically Making Plan for the Training Stage of Teachers on Temporary Posts

In order to achieve good results, the teachers must formulate reasonable rules and regulations and standardize

the process of temporary employment. The intrinsic motivation for teachers to participate in the practice of tourism enterprises is to obtain their own development space. Therefore, teachers must protect their own vested interests and establish an ecological circle of interests and responsibilities in order to ensure their full devotion to the practice. In addition, it is needed to develop standard procedures for temporary employment. The process of teachers' participation in enterprise practice mainly includes four stages: Preliminary preparation, temporary period, practice assessment and late to deepen (see "Fig. 1"). Teachers in universities and enterprises have different work contents in different stages.

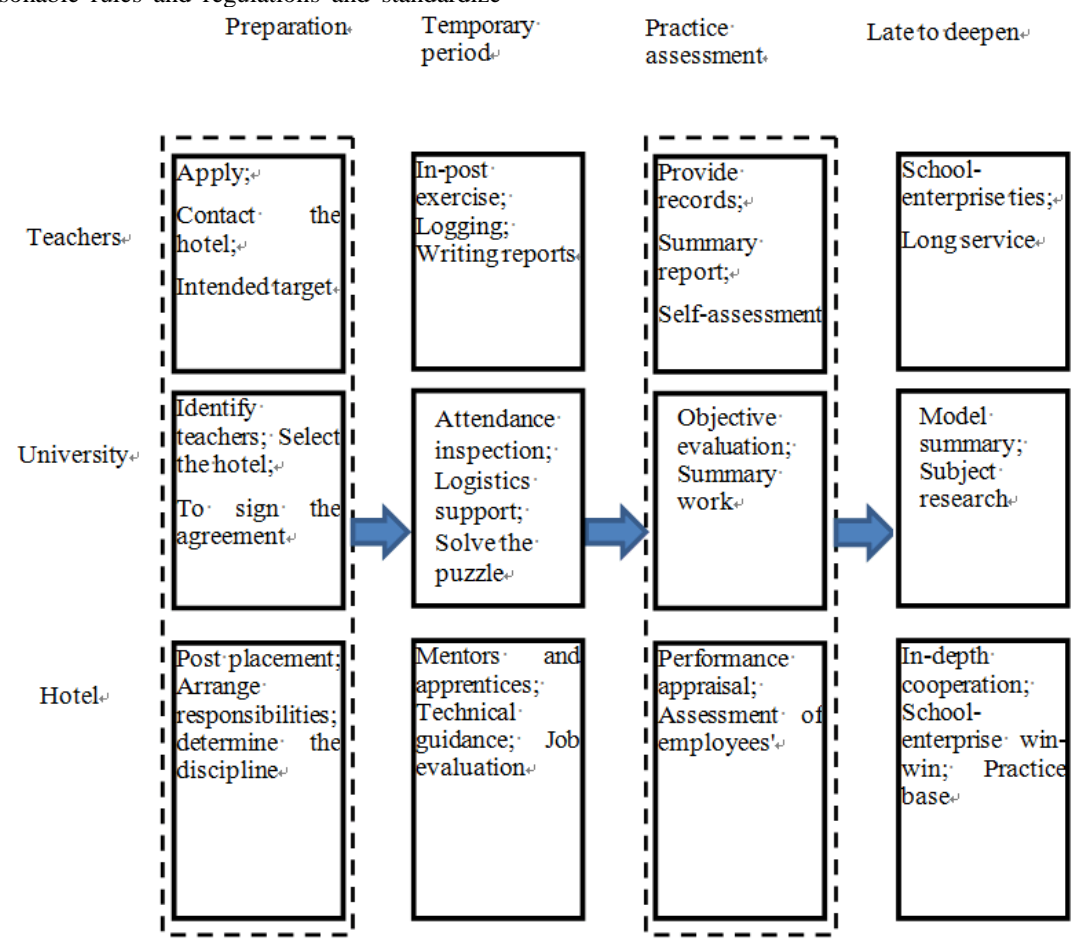


Fig. 1. Temporary employment process and mode of teachers' participation in enterprise practice.

E. Realizing Win-win Sharing Among Universities, Hotels and Teachers

The human resource turnover rate of the hotel management brings greater challenges to the stability and development of the enterprise. Teachers with strong professional theoretical background sent by the school go to enterprises for temporary job training, which on the one hand is of great help to the improvement of teachers' personal professional practice ability, and on the other hand is of great help to the management stability caused by the frequent turnover of hotel staff. Because teachers who go to

enterprises have relatively fixed research directions, and the cooperative relationship between schools and enterprises is also long-term and can be continuously promoted, the off-campus training model for teachers can help enterprises solve problems in product development and other aspects. Therefore, it will bring a win-win situation for schools, hotels and teachers.

VI. CONCLUSION

The Applied Baccalaureate Universities' tourism management major teachers have many bottlenecks in the

process of their temporary employment training in enterprises, and it is necessary to constantly improve relevant measures and mechanisms. In order to further improve and perfect the temporary employment training of teachers in enterprises, this study puts forward the following suggestions and countermeasures.

A. Teachers Should Make Full Preparations and Actions for Temporary Training

The teachers of tourism management major should fully realize the necessity and importance of holding a temporary post outside school. After entering the enterprise, they should integrate into the temporary work as soon as possible, change their role in time, and deeply understand the responsibilities and standards of this position. It is necessary to be fully familiar with the practical operation of this position, draw inferences about other cases from one instance, grasp the current situation and development direction of the industry, apply the professional theoretical knowledge to practical operation, and improve the professional quality, technology and business ability. By recording and accumulating practical operation rules and cases, the teachers strive to combine my temporary work with my own scientific research, select the scientific research topics in practice, and enhance their professional ability by participating in product research and development and technological innovation of the enterprise, so as to reserve materials for scientific research in the later stage. The various performances of teachers in the practice of holding temporary posts in enterprises not only represent the comprehensive quality and ability of teachers themselves, but also represent the good image of their colleges and universities. Therefore, teachers should actively work, have the courage to innovate, and complete the task of hanging the post with quality and quantity guaranteed.

B. Colleges and Universities Should Do a Good Job in Mobilizing and Preparing Teachers for Temporary Posts

First of all, colleges and universities should do a good job in the mobilization and education of the off-campus temporary job training for teachers, correct the teachers' understanding of the enterprise temporary job training, and make clear the measures and incentive mechanism of promoting the work of "double teachers and double ability" for the teachers in colleges and universities. The purpose of the temporary job training is to train and exercise the practical ability of teachers, rather than the form, or the means of establishing relations with enterprises, so that teachers really attach importance to the opportunity of temporary job training. Next, want to make different research direction of professional teacher credentials the exercise program, to achieve the target, according to the research of the teachers in a different direction, the direction of the guest room can choose a hotel housekeeping department temporary, restaurant can choose the direction of the hotel Chinese restaurant, lobby bar or restaurant on secondment, the direction of the front desk can be temporary to the hotel front office department. In addition, the determination of the time

for teachers to be placed on temporary employment should be based on the actual situation of teachers, and teachers should make full communication with them, so that they can make preparations in all aspects in advance, according to the plan to implement temporary employment.

C. Formulating Reasonable and Standard Temporary Post System and Process

The university must formulate reasonable rules and regulations and standardize the process of temporary employment. The intrinsic motivation for the teachers to participate in the practice of tourism enterprises is to obtain their own development space. Therefore, the teachers must protect their own vested interests and establish an ecological circle of interests and responsibilities in order to ensure their full devotion to the practice. When designing the employment system, it is necessary to make it clear that taking part in the temporary employment training in enterprises is an important condition for the teachers to recognize the quality of both teachers and teachers. Colleges and universities should support this work in terms of funds and make clear how to solve the reasonable expenses during teachers' participation in enterprise practice. Colleges and universities should also give regular on-site inspections and guidance to the teachers during their temporary posts.

D. Building and Improving the Deep School-enterprise Cooperation and Communication Mechanism

In order to ensure that teachers can truly obtain practical ability through temporary employment in enterprises and enhance the effect of cultivating double-qualified teachers, a highly integrated school-enterprise cooperation and communication mechanism is needed as a guarantee. By signing a temporary employment agreement with enterprises, colleges and universities clarify the responsibilities, rights and obligations of the enterprises, colleges and universities and teachers, so as to prevent and stop the temporary employment of teachers becoming a mere formality. Enterprises should sincerely provide appropriate temporary posts for teachers, so that tourism management major teachers can truly participate in the operation, service and management of hotels by providing real and specific practical posts. The enterprise shall manage the temporary teachers in strict accordance with the temporary employment agreement, design and assess their labor discipline, work attitude, professionalism, unity and cooperation, skill level, enterprise recognition rate, satisfaction rate and other indicators, and list the assessment results in the teacher business archives. Colleges and universities should take the temporary job training as an important reference condition for teachers' professional title review, position promotion and advanced evaluation, so as to promote the teachers to take the initiative to carry out temporary job training.

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