

Optimization Mechanism of Tourism Education Talents based on Domestic and Foreign Talent Training Experience

Li Huang

Guilin Tourism University, Guilin, 541006, China

Abstract: Nowadays, with the rapid development of tourism industry and the gradual improvement of long-term exploration and practice, the requirements of tourism talents cultivation have played a positive role in the quality of tourism talents cultivation. Through comparison, it is necessary to establish a talent cultivation system, analyze the differences between China's and foreign tourism talent cultivation systems, establish perfect cultivation objectives, set up unique courses, and build professional teachers, so as to find out the gap between China and foreign countries, and optimize the cultivation system of Chinese tourism talents. Guided by the talent cultivation mode, this paper deeply studies the cultivation mode of tourism majors and discusses the shortages and improvement measures of the talent optimization mechanism under the "global tourism".

Keywords: Talent optimization; Tourism education; Global tourism

1. Introduction

The traditional cultivation mode of tourism talents does not match the demand of tourism industry. The aim of the curriculum of Tourism Specialty in school is to optimize the curriculum system and put forward the optimization measures of talent cultivation mode, which is used to match the needs of the industry. It is necessary to deepen the cooperation between schools and enterprises, realize the comprehensive combination of learning and practice, and strengthen the construction of teaching staff according to the needs of the industry to promote tourism in the world. The so-called "global tourism" refers to tourism as a leading industry in a certain region. It should comprehensively and systematically promote the development of regional economy and the utilization of social resources, especially the tourism resources, and provide public services for the improvement of the ecological environment. Under the new concept of coordinated regional development, tourism with new characteristics of services should be developed, regional and social resources should be integrated, and industrial development should be shared, which can promote the coordinated development of the tourism economy [1]. Nowadays, under the background of tourism becoming an important development resource, an important factor restricting the rapid development of tourism is tourism talents. The fundamental reason is the lack of investment in tourism and training. The requirement for the development of a new tourism industry is that the education and training of tourism specialty should follow the development of tourism industry, the talent cultivation mechanism should be

constantly optimized, the innovation of tourism talent education should be constantly improved, which can meet the needs of "global tourism" in the general trend of tourism.

Therefore, colleges and universities should combine the basic characteristics of talent cultivation on tourism majors in higher education at home and abroad, and use multi-level comprehensive evaluation methods to establish a talent cultivation system for tourism management based on school-enterprise cooperation. In addition, through the empirical analysis of the data of the interactive cultivation mode of tourism management talents in the innovative pilot area of the National Tourism Management Reform Institute, the effectiveness and feasibility of the application of multi-level fuzzy evaluation method in the interactive cultivation mode of tourism management talents are proved. The construction of the education and cultivation mechanism and the interaction of the whole process are of great significance to the cultivation of tourism management talents.

2. Mode of Talents Cultivation

The mode for talent cultivation refers to that by adopting the construction and operation mode of the company's cultivation process, the school achieves its cultivation goals. At present, the more popular talent cultivation mode is the "Dual System" mode, CBE mode, TAFE mode and MES mode.

The dual system mode is represented by Germany. Enterprises can cooperate with schools. According to the current market demand, enterprises can provide the standards for talents, and schools can adjust curriculum

plans accordingly, which can achieve win-win results. Therefore, schools can organize teaching and training activities according to the needs of enterprises. Through this cultivation mode, students will be familiar with the skills they need in the future. Therefore, this mode is widely used in many enterprises, which can train oriented talents for enterprises.

The CBE mode is represented by Canada and the United States. The mode is based on the professional knowledge and practical ability of talents, and focuses on the goal of cultivating ability. According to the actual needs of professional posts, experts from the curriculum development committee composed of enterprises formulate the Ability Standards (curriculum schedule), which is the basis for establishing curriculum, organizing teaching content and evaluating ability.

TAFE mode, represented by Australia, is a comprehensive cultivation mode involving multiple independent levels. Enterprises should give full play to their impetus and combine government, industry and schools. The teaching activities under this mode are student-centered, and the training process is combined with secondary education and university education.

The MES Mode (Employable Skills Module) refers to the description of all the functions required to establish a position or job by setting up a post. The MES mode divides them into different tasks and names each task as a module. According to the skills and knowledge corresponding to each module, the MES mode implements each module independently, and then integrates each module into a complete system based on the functional relevance, and finally applies it to talent cultivation. In fact, MES based on system theory, information theory and cybernetics is a typical vocational cultivation mode [2].

3. The Main Problems in the Current Tourism Education Cultivation Mode

Talent cultivation mode refers to the specific operating mechanism of curriculum planning, teaching practice design and professional training for students in Colleges and Universities under the guidance of educational theoretical knowledge. However, at present, there is a big gap between the overall cultivation mode of tourism education and the requirements of tourism industry, and the curriculum setting is not in line with the professional training objectives.

3.1. The curriculum system cannot fully meet the requirements of the industry

At present, there is little practical connection between Higher Vocational Colleges and industrial enterprises. Few schools and enterprises can really carry out joint talent cultivation programs, and more schools are run according to the characteristics of the school, so many

courses which are not related to the enterprise and students are not interested in are carried out. Practical courses are particularly important for the training of tourism professionals. However, in the plan of talent cultivation, the time arrangement of curriculum practice is unreasonable, and the practical courses of tourism specialty arranged by many colleges and universities are obviously insufficient. For example, enterprises have relatively low requirements for English and computers. In today's booming tourism industry at home and abroad, many schools still require English and computers at the level of "office automation", which does not meet the requirements of the development of the industry. In addition, tourism companies attach great importance to humanistic literacy and innovative entrepreneurship education. These two courses are the professional basis for training tourism talents' basic professional literacy.

3.2. Enterprises' participation in teaching process is not deep enough

With the rapid development of tourism and the emergence of new patterns and service concepts of special tourism, it will be difficult for tourism professional education to meet the requirements of enterprise talents, if the tourism professional education in colleges and universities does not meet the needs of tourism industry. On the other hand, the main part of tourism industry is to provide "instant service" to customers, which requires professionals to truly master service skills and use them reasonably, and also requires professionals to accumulate practical work experience. In order to achieve the above two aspects, enterprises need to participate in guidance and teaching. However, the current problem is that the cooperation between universities and enterprises is not close. Enterprises can provide students with practice sites to help solve the practical difficulties in their majors, but they have not really participated in the process of practical teaching. This kind of unreasonable cooperation does not meet the requirements of talent cultivation based on practical "school-enterprise cooperation" advocated by the state, and the quality of talent education cannot be really improved.

4. The Optimization of the Cultivation Mode of Tourism Professionals under the Background of "Global Tourism"

4.1. Meet the needs of the industry and optimize the professional curriculum system

Public basic courses are based on serving students' comprehensive and sustainable development, and a cultural requirement that satisfies the progress of the student's academics. Schools should not shorten class hours or weaken the management of the teaching process by emphasizing practical courses. Through discussions with

industry experts and full investigations, this paper proposes that schools should focus on the systematic and scientific nature of professional courses, and enable students to have a complete knowledge of tourism disciplines and adopt a curriculum system with “platform+”. The platform course is mainly used to meet the comprehensive needs of tourism disciplines and to improve students’ comprehensive understanding of tourism [3]. The professional-oriented curriculum is closely related to the student’s future career. Schools should integrate courses in hotel services and guidance and skills in travel agencies, and offer three comprehensive training courses on hotel services, tour guides and travel agency operations. Experts in the enterprise should be involved in the process. Curriculum resources should come from careers and practices, and be based on work serialization and learning, which can help schools develop curriculum content that students recognize. According to the needs of the tourism industry, the school should integrate web-page production, e-commerce, courses on post-production of film and television, and courses on tourism information and practice on the basis of the curriculum on student office automation. Under the background of “global tourism”, new forms of tourism emerge constantly, such as leisure vacation, outdoor sports, community tourism and so on.

4.2. Strengthen the cooperation between schools and enterprises and promote the "whole process of study alternating with practice"

The “service-oriented” characteristics of tourism determine that the training of tourism professionals requires the joint participation of schools and enterprises. Students not only need to study in school, but also need to practice repeatedly in practice. Obviously, it is not enough for students to have customer service experience and skills to participate in the service process. School-enterprise cooperation of tourism majors should not only be in the practice stage, but also run through the whole process of talent cultivation. According to their own professional knowledge and foundation, students can rely on the practice training bases inside and outside schools to practice in enterprises, which can realize the comprehensive combination of schools and enterprises, give full play to the role of schools and enterprises as two carriers, and let schools and enterprises share the responsibility of training high-quality talents. In school-enterprise cooperation, tourism enterprises are required to play the role of educators, so that students can learn from professional and skilled teachers in enterprises, and students can get comprehensive evaluation from teachers, which can achieve better teaching results.

4.3. Improve the practice in enterprises and strengthen the construction of teaching staff

Under the background of the transformation from “traditional tourism” to “global tourism”, tourism teachers need to keep pace with the development of the situation and constantly improve themselves. Only when teachers have enough knowledge, innovative consciousness and spirit, and master the law of tourism development, can they train students to adapt to the development environment of “global tourism”. At present, many old tourism teachers come from management, foreign language, geography and other majors. They often lack the theoretical knowledge that tourism teachers should possess. In view of this situation, schools can adopt the mode of “enterprise training + curriculum construction + subject research” [4]. Through the measures of combining project guidance with learning and research, the school can encourage teachers to engage in professional courses with enterprise experts, carry out research on innovative topics, and be familiar with the development trend of tourism, which can better serve education and teaching.

4.4. Strengthen the education of entrepreneurship and cultivate the new force of "global tourism"

In the context of "global tourism", the scope of tourism will continue to expand, the division of tourism will be increasingly segmented, and the demand for personalized tourism and the demand for special market tourism will increase. All of these have set objective requirements for the implementation of innovation and entrepreneurship education in higher vocational colleges, and also provide a good opportunity for higher vocational colleges to improve students’ entrepreneurial and practical ability. Schools should persist in carrying out innovative education, building innovative studios and training bases for tourism majors, inviting elites and graduates in the industry to act as entrepreneurship mentors, and starting students’ career dreams through entrepreneurship, which can form a good educational atmosphere.

5. Conclusion

Foreign vocational talents cultivation mode has changed from classical mode to pluralistic mode, which is more in line with the local economic and social development. China is at the stage of popularization of higher education, and the development of higher vocational education is of great significance in China. We can learn some lessons from foreign countries. The development of higher vocational education is the requirement of the reform of talent cultivation for the development of economy and society. From the experience of foreign higher vocational education, it is an important guarantee for the healthy development of vocational education. Schools should establish a talent cultivation mode that is in line with the country’s economic development. It is not enough to rely solely on the education sector and higher vocational colleges. The concept of “wide education” must be based on

the government's macro-control and administrative legislation to stimulate the enthusiasm of enterprises. Although their training methods are different from those in China, those foreign talent cultivation modes have common requirements, which are the analysis and development of career-based abilities, the construction of module-based courses and skills training, and the practice of students in real-world or virtual situations. Of course, the cultivation of different technical talents has its own characteristics and common rules. Therefore, it has always been the inevitable trend of reform and innovation in the cultivation mode for higher vocational talents. Schools should create practical opportunities for students, realize the combination of practice bases inside and outside schools, innovate the supervision system for teaching and establish flexible training plans, including relevant quality standards.

We should take more timely and effective measures to implement a talent cultivation mode that is more in line

with the needs of the development of "global tourism". Schools should be guided by the government, rely on schools and enterprises, and aim at cultivating innovative tourism talents with compound and open characteristics.

References

- [1] Chao Xiaojing. Research on the countermeasure of training applied talents in tourism majors of colleges and universities in China. *Tianjin Commercial University*. 2017, (6), 53-62.
- [2] Li Xiaoqin, Lu Haixia. Construction and optimization of tourism planning course group based on training applied talent. *China Adult Education*. 2013, (24), 173-174.
- [3] Pan Jun. Optimization of the cultivation mode of talents in tourism management - based on the perspective of "Global Tourism". *Jiangsu Education*. 2017, (36), 53-55.
- [4] Shao Lei, Xie Chunshan. Discussion on reformation paths of domestic higher tourism education - based on the enlightenment of foreign tourism talents training experience. *Journal of Guangdong Agricultural and Commercial Vocational College*. 2016, 32(2), 54-58 .