

Research on Dynamic Mechanism of Higher Vocational Tourism Education Based on the Perspective of Cooperation between Schools and Enterprises

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Abstract: The emergence and development of higher vocational education conform to the development of society, in order to meet the needs of contemporary economic and social development for talent, the promotion of higher vocational education is an inevitable choice. For vocational education, it should be closely combined with the actual needs. At present, China is making great efforts to take the new road of industrialization development, make positive improvements to the economic structure, and make effective changes to the economic growth model. For the current economic development, vocational education should provide effective help. Therefore, for the development of higher vocational colleges, we should strengthen the cooperation between schools and enterprises, create a good environment for cooperation between schools and enterprises, so that the goal of talent training can be achieved.

1. Introduction

For the problem of cooperation between schools and enterprises, after a certain period of research has achieved certain research results, which can provide reference for further research. The purpose of higher vocational education in the service industry is to choose the direction of cooperation between schools and enterprises, so that students can be effectively trained [1]. In the fierce international competition, the expansion of tourism requires the application of high-quality applied talents, and the cooperation between schools and enterprises can train tourism talents. The cooperation between schools and enterprises can provide a good learning platform for the growth of students, thus effectively improve and improve the teaching level and the level of running a higher vocational college in tourism, in addition, it can effectively improve the students' comprehensive quality and professional competitiveness, improve the competitiveness of tourism, and enable the tourism industry to achieve sustainable development.

2. A Theoretical Analysis the Cooperative Research of Higher Vocational Enterprises

2.1. The Connotation of Higher Vocational Education

For higher education, some scholars believe that it is a type of education, not the level of education. According to the type, it can be defined as general higher education and vocational higher education. For general higher education, it is the cultivation of academic research, online theoretical basis and higher level professional talents, while for vocational higher education, it is the cultivation of applied operational talents, so as to cultivate the skilled talents with certain technical ability and practical operation for the society [2]. According to the scope, higher vocational education is one of the components of higher education, and it can also be said that it is a parallel form, which is different from general higher education.



Figure 1 School-enterprise cooperation

On the other hand, higher vocational education belongs to the category of vocational education and is the educational demand that appears in technology. For basic workers, in order to be able to acquire higher quality skills, they need higher levels of learning, and if they do not have a complete general higher education, they can only be transferred to more flexible vocational education. Therefore, higher vocational education is more closely related to social labor. In addition, higher vocational education and general higher education are equal types and belong to higher education, but higher vocational education is the bridge between secondary vocational education and higher education in education, so it is necessary to consider its connotation, so as to establish the characteristics of its promotion of social demand for workers' skills [3]. In addition, higher vocational education is the training and upgrading of the skills of applied talents, not their academic research. Therefore, higher vocational education should be based on the actual needs of society, so that students can grasp the knowledge and skills urgently needed in the social field or industry, so that they can have the ability and qualifications to engage in relevant work.

2.2.

2.3. Characteristics of Higher Vocational Education

Because of the restriction of the training goal, the professional setting of higher vocational education curriculum needs to keep up with the development of the industry, and must be closely combined with the teaching and social needs to set up the relevant major for the employment of talents, and the setting of the specialty needs to synchronize the development of the society, and carry on the real-time dynamic update, according to the social demand for flexible setting. For higher vocational education, professional construction is a major link, higher vocational education needs to pay attention to the construction of the major at all times, can not be fixed, but should be dynamic changes, economic development needs what type of talent, vocational education needs to effectively train such talent, this need to adjust the professional construction in a timely manner.

For higher vocational education, although it is higher education, but there is a certain difference from general higher education, general education is to build the basic theoretical framework of talents, so that talents can carry out innovation and academic research, and cultivate "research-oriented talents "; and higher vocational education is to train skilled talents to adapt to the development of social production line, and to train " applied talents "[4]. With the rapid development of the economy, many traditional industries have been gradually eliminated, and many new occupations have emerged accordingly. Therefore, occupation requires the consistency of education and economic development, which requires timely understanding of changes in social production, and then timely adjustment of talent training according to the characteristics of the industry, so that the consistency of talent and the development of the times can be ensured, thus ensuring that enterprises can have sufficient talent reserves.

For higher vocational education, its goal is to train the skilled talents in the service production line, which embodies certain vocational pertinence. In the undergraduate stage, the students have a certain grasp of the basic professional theory, but the basic operational skills that really serve the society are still lacking, and higher vocational education is aimed at this phenomenon to effectively

strengthen the students' skills, and effectively transform the theoretical knowledge into practical life skills. Only students already have theoretical knowledge, so the teaching process needs to be organized and implemented according to the nature of production and construction posts, so as to strengthen students' professional literacy.

For higher vocational education, it is also different from general higher education in the construction of teachers. Although higher vocational education is mainly to cultivate practical skills, it is also very important to master certain professional knowledge, which requires higher vocational colleges to have strong professional theoretical knowledge, but also have higher production practice ability of teachers. Therefore, for the construction of teachers, higher vocational education requires teachers to be both a qualified professional theory lecturer and a front-line construction manager. In addition, while teaching, teachers should also regularly go to the production line of enterprises and institutions to learn modern production technology and management experience, so that their knowledge reserves can be effectively updated, practical experience can be effectively enriched.

3. The Way to Construct the Dynamic Mechanism of Cooperation between School and Enterprise in Higher Vocational Tourism Education

3.1. Orderly Government Guidance and Improvement of Policies and Regulations

In higher education, higher vocational education plays an important role, but it is more inclined to train professional talents and characteristic talents. For enterprises, cooperation with schools for the transfer of talent is the inevitable trend of the introduction of talent, but although our country has a relevant incentive policy, but the specific operation is not deep enough, progress is relatively slow. This mainly lies in the lack of the corresponding safeguard system in our country, in addition, the interest relationship between the school and the enterprise is not very clear, and there is no clear stipulation on the rights, obligations and responsibilities of the cooperation parties, which makes the cooperation mechanism out of touch with the demand, which leads to the partial cooperation being a mere formality. It is difficult for schools and enterprises to cooperate effectively in this environment. Because the current market economy has a large demand for practical talents, it needs the government, schools and enterprises to deal with each other and supervise each other in order to achieve a good model of common profit. For the formulation of corresponding laws and regulations, the government should do a good job of strict budget and coordination work, so as to play an effective role in ensuring and supporting, so that the talent exchange between higher vocational education and enterprises can be more in-depth, improve the market competitiveness of enterprises, and achieve win-win.

3.2. Support for the Social Sector Environment

Most of the members of trade associations come from various industries, which represent the ultimate interests of the enterprise, also give advice to the industry and can also make a feasible forecast of the development of the market. For the cooperation between schools and enterprises, trade associations play a link role, so higher vocational colleges need to actively participate in the operation of trade associations.



Figure 2 School-enterprise cooperation

For the cooperation and exchange between universities and enterprises, it needs the participation

of an intermediate organization, so that it can play a coordinating role, which requires industry associations. For industry associations, they are generally composed of high-end professionals, as well as industry senior people and so on, is a non-profit nature of civil society but can play a good role in supervision and coordination, through the intervention of industry associations, can promote cooperation between schools and enterprises.

In the cooperation between schools and enterprises, trade associations should encourage schools to actively develop tourism projects, establish long-term cooperative relations through scientific research and enterprises, so as to effectively alleviate the employment pressure of vocational education, and also be able to transport outstanding talents for employers for mutual benefit. In addition, trade associations should also form a binding force on the market development of enterprises, so as to ensure the cooperation between schools and enterprises, and trade associations should play a good role in supervision and evaluation, thus making the cooperation process more standardized.

3.3. Improving Scientific Research Techniques and Teaching Staff

As the main position of talent training, it is difficult for schools to effectively improve their overall quality if they do not carry out corresponding scientific research activities. Therefore, schools must introduce the corresponding scientific research mechanism and constantly enhance their own scientific research strength according to the needs of talent training.



Figure 3 School-enterprise cooperation

With the continuous improvement of the education system, the development of vocational education is becoming more and more perfect, but because the cost of higher vocational education is far higher than the cost of general education, and the national investment in teachers is insufficient, which makes vocational education face a large gap in teacher input. Therefore, the state should strengthen the support for higher vocational education, such as the construction of practical training base, the training of "double-qualified" tourism professional teachers, so as to improve the core strength of higher vocational colleges.

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