

Development Path of Hotel Tourism Specialization in Vocational Schools based on the Integration of Industry-University-Research Integration

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Abstract: Accompanied by the booming development of the global tourism industry and the growing hospitality industry, the training demand for hotel tourism majors has become more and more significant. However, how to cultivate high-quality professionals who are adapted to the needs of the industry and have practical skills and innovative thinking has become an important challenge for hotel tourism majors in vocational schools. Based on this, the article launched a study on the development path of hotel tourism profession in vocational schools based on the integration of production, learning and research, analyzed the significance of the development of hotel tourism profession in vocational schools based on the integration of production, learning and research, elaborated the problems of the development of hotel tourism profession in vocational schools based on the integration of production, learning and research and gave effective measures to solve the problems, aiming to cultivate more professionals with practical operation ability and innovative spirit through the study.

Keywords: Industry-academia-research Integration; Vocational School; Hotel Tourism Program.

1. Introduction

In the current social context, the hotel tourism industry is experiencing rapid development and constant change, and the demand for talents is becoming more and more diversified and complex. Therefore, reforming and innovating the education mode and development path of hotel tourism majors in vocational schools has become an urgent task to improve the quality of education and meet the needs of the industry. This study is not only related to the comprehensive improvement of hotel tourism professionalism of vocational school students, but also to their future competitiveness and career development in the hotel tourism industry.

2. The Importance of Hotel Tourism Professional Development in Vocational Schools Based on the Integration of Industry-University-Research Integration

The integrated mode of industry-university-research helps to improve the quality of education. In-depth cooperation with enterprises can provide schools with actual cases and practice opportunities, enabling students to learn and exercise in a real working environment and to develop practical skills and problem-solving abilities. At the same time, professionals from enterprises can participate in teaching and provide students with practical guidance and industry experience sharing, improving the practicality and foresight of education. The support of scientific research organizations can also provide more resources and support for the research and innovation of the school, promoting the continuous improvement of the school's education quality. The integration of industry-university-research also helps to promote the innovation of hotel and tourism majors in vocational schools. Cooperation with enterprises and research institutions can promote innovative projects and push forward technological progress and management innovation in the

industry. Schools can work with enterprises to develop new hotel management systems, tourism service technologies, etc., contributing to the sustainable development of the industry. At the same time, the school can also cultivate students' innovative thinking and entrepreneurial ability, injecting more innovative power into the future hospitality and tourism field.

3. The Problem of the Development of Hotel Tourism Specialties in Vocational Schools Based on the Integration of Production, Study and Research

3.1. Lack of Practical Teaching

The importance of practical teaching in vocational education is self-evident, and it is a key link for students to transform theoretical knowledge into practical operation ability. However, in the current development of hotel tourism majors in vocational schools, the practical teaching link is often neglected or not fully emphasized, which is mainly reflected in several aspects. First, the lack of practical teaching resources. Many vocational schools, due to financial constraints, are unable to provide enough modern practical training equipment and adequate internship sites, resulting in students not being able to learn and exercise in a real or near-real working environment. Secondly, the inadequacy of teachers' strength in practical teaching. Some vocational schools lack teachers with rich practical experience, resulting in the lack of the latest industry trends and professional guidance in practical teaching. Thirdly, the singularity of practical teaching mode. The current practice teaching mode is mostly teacher-led, lacking students' subjective participation and innovation, which can't fully mobilize students' learning enthusiasm and can't effectively cultivate students' independent thinking and problem solving ability.

3.2. Difficulties in Industry Alignment

The root of the problem of "industry integration difficulties" lies in the obvious disconnect between the current vocational school education system and the actual needs of the hotel and tourism industry. The lack of synchronization between teaching content and industry development is a prominent problem. Along with the rapid development of the hotel and tourism industry and the continuous updating of technology, the industry's demand for talents is also changing. However, the curriculum of vocational schools often lags behind the development of the industry and cannot reflect the latest industry trends and skill requirements in a timely manner. The difficulty of industry alignment is also reflected in the insufficiently in-depth cooperation between vocational schools and enterprises. The ideal mode of integration of production, learning and research should be a close combination of school education and enterprise demand, but in reality, the cooperation between many vocational schools and enterprises only stays on the surface, lacking in-depth and substantive exchanges and cooperation, which leads to the teaching content not being able to accurately reflect the actual needs of the industry. Insufficient opportunities for internship and practical training is also an important issue. Internship is an important part of vocational education, but due to various resource constraints, it is often difficult for students to obtain high-quality internships, and they are unable to learn and exercise in the actual working environment. At the same time, the inadequacy of teachers in terms of industry experience is also a problem that should not be overlooked. Although some teachers in vocational schools have solid theoretical knowledge, they lack practical work experience in the industry, which to a certain extent affects the practicality and forward-looking nature of the teaching content.

3.3. Weak Innovative Thinking

The outdated teaching concept is one of the main reasons for this problem. Many vocational schools still follow the traditional concept of teaching, emphasizing the transmission of knowledge but neglecting the cultivation of innovation ability. This teaching mode leads to the fact that students often lack the ability to adapt flexibly and solve problems innovatively in the face of changes in the industry and market demand. The rigidity of the curriculum is also an important factor. Most courses still focus on theoretical teaching, ignoring the training of practice, innovation and critical thinking. The lack of project-based learning combined with practical work makes students disconnected between theoretical knowledge and practical application. Weak innovative thinking is also reflected in the lack of deep communication and cooperation between schools and industries, and there is often a deviation between school education and the actual needs of the industry. This disconnect not only affects students' understanding of industry trends and needs, but also limits the cultivation of students' innovative thinking. The backwardness of the evaluation system is also an important factor restricting the development of innovative thinking. The current evaluation system pays too much attention to the assessment of theoretical knowledge and neglects the evaluation of innovation ability, practical ability and problem solving ability, which leads to students tending to the safe and traditional way of learning in the learning process, not daring to take the risk of trying new ideas and methods. Students'

own lack of innovative consciousness is also one of the problems. In the current educational environment, students generally lack the courage and interest to explore the unknown and challenge the status quo, which to some extent limits the development of their innovative thinking.

3.4. Lack of International Perspective

Limitations in curriculum content are one of the main reasons for the lack of an international perspective. At present, the curriculum design of many vocational schools is still centered on the hospitality tourism industry in their own countries or regions, ignoring the global hospitality tourism development trend and the integration of multiple cultures. This educational model results in students often appearing incompetent when facing the international market after graduation, lacking the necessary international perspective and cross-cultural communication skills. The traditionalization of teaching methods is also a major obstacle in the cultivation of international perspective. Most vocational schools still adopt traditional teaching methods, emphasizing the instillation of theoretical knowledge and neglecting the cultivation of students' international vision and cross-cultural understanding ability. Meanwhile, the insufficient internationalization of the teaching staff is also an important factor leading to this problem. Although many teachers have profound accumulation in professional knowledge, they lack international vision and international industry experience, which to some extent limits the expansion of students' international vision. Insufficient international exchanges and cooperation in schools is also one of the problems. In the context of globalization, international exchanges and cooperation are crucial to the cultivation of students' international vision, but currently many vocational schools have limited opportunities in this regard, and it is difficult for students to gain an in-depth understanding of the latest development of the international hotel and tourism industry and the actual situation of cross-cultural exchanges through international exchanges. Students' own insufficient knowledge of international vision is also a problem that cannot be ignored. In the existing education system, students lack sufficient knowledge and understanding of the importance of international perspective, which to a certain extent inhibits their enthusiasm and motivation to take the initiative to learn and explore the international hotel tourism industry.

4. The Development Path of Hotel Tourism Specialty in Vocational Schools Based on the Integration of Production, Study and Research

4.1. Increasing The Number of Internship Bases and Strengthening Skills Training

The addition of internship bases is an important way of strengthening the practical nature of vocational education. Compared with traditional classroom teaching, internship bases provide a more realistic working environment so that students can have direct contact with industry operations and thus gain a deeper understanding and mastery of specialized knowledge. For example, in hotel management majors, students can not only learn professional skills, but also cultivate their service consciousness and teamwork ability through internships in real hotel environments, such as front

desk reception and room service. The function of the internship base is not only limited to skill training, but should also include the cultivation of professionalism. For example, in the process of internship, students not only exercise their emergency response ability and problem solving ability, but also cultivate their psychological quality in the face of pressure by simulating the emergency handling of the hotel, customer complaint handling and other scenes. At the same time, the internship base closely integrated with the industry can also provide students with a window to understand the latest industry trends and technological development. Through internship, students can intuitively understand the latest technology and management mode of the industry, such as the use of digital management system, the development of online tourism services, etc. These experiences are of great significance to students' future career development. The internship base can also be a platform to match the teaching content of the school with the needs of the industry. Through school-enterprise cooperation, schools can adjust their teaching plans and course contents according to the actual needs of the industry, synchronizing teaching with the actual needs of the industry, thus improving the relevance and practicability of education [1].

4.2. Establishment of Industry Alliances for Knowledge Updating

The basis for establishing industry alliances lies in finding enterprise partners that are compatible with the educational objectives of vocational schools. Vocational schools need to have an in-depth understanding of the latest development trends of the industry and the actual needs of enterprises in order to find suitable enterprises for cooperation. The key to establishing an industry alliance is to build an effective communication mechanism. Vocational schools need to establish regular communication bridges with enterprises, such as holding regular industry seminars, entrepreneur lectures, joint school-enterprise meetings, etc., to ensure that both sides maintain close contact and continuous information exchange in terms of education content and skills development. Joint development of educational contents and curricula is also an important link in promoting knowledge updating. Through the participation of enterprises, vocational schools can ensure that the teaching content not only meets the academic requirements, but also reflects the actual needs and latest developments of the industry. For example, vocational schools can invite industry experts to participate in curriculum design and provide students with industry case studies, workshops and internship opportunities. Joint research and development projects are also an important part of industry alliances. Vocational schools can cooperate with enterprises to jointly carry out research projects targeting hot issues in the industry, which can enrich academic research and also provide students with opportunities for practical operation, thus promoting the updating and application of knowledge. At the same time, vocational schools should also encourage teachers and students to actively participate in industry activities, such as industry expositions and skills competitions, in order to enhance the school's visibility and influence in the industry and lay the foundation for in-depth cooperation in the industry alliance. Continuous evaluation and optimization of the cooperation model are also crucial to ensure the durability and effectiveness of the effects of industry alliances. Vocational schools need to regularly evaluate the effectiveness of the cooperation programs and

make timely adjustments to the cooperation strategies to ensure that the education content is kept in sync with the needs of the industry and that knowledge updating is effectively promoted. Vocational schools can effectively establish industry alliances and promote knowledge updating by finding suitable business partners, establishing effective communication mechanisms, jointly developing educational content, conducting joint research and continuously optimizing the cooperation model, so as to improve the quality and practicality of vocational schools' hotel and tourism education and better adapt to the industry's development needs [2].

4.3. Introducing Innovative Courses to Develop Thinking Skills

The process of introducing innovative courses requires teachers to combine the concept of industry-university-research integration, create diversified and practical teaching situations to ensure that students can flexibly apply what they have learned in a real work environment, and cultivate their innovative thinking and problem-solving ability. Taking the course "Innovative Hotel Service Management" as an example, teachers can design diversified teaching modules, combining the current development trend of the hotel industry and technological innovation. The course can start from the basic knowledge of the hotel industry, such as the first module "Introduction to Modern Hotel Industry", teachers can introduce the development history of the hotel industry, service concepts and their changes, so that students can establish an overall understanding of the industry. In the second module "hotel service innovation and practice", teachers can set up simulated hotel service practice activities, such as role-playing, scenario simulation, etc., so that students can learn how to provide quality service, how to deal with customer complaints, as well as how to use new technologies to improve service efficiency and customer satisfaction. In the third module "hotel industry trends and innovation", teachers can introduce new technologies and new modes in the industry, such as intelligent hotel management, green hotel design, etc., to stimulate students' innovative thinking and spirit of exploration. In the teaching process, teachers need to emphasize the cultivation of students' thinking ability. For example, when explaining the hotel service process, students can be guided to carry out case analysis, encouraging them to put forward innovative service solutions, not only considering customer demand, but also focusing on cost control and service efficiency. At the same time, teachers can also organize and carry out the "Hotel Management Innovation Competition", encouraging student teams to put forward solutions to real hotel operation problems, and enhancing students' practical experience and innovation ability through the competition. At the same time, teachers should also integrate elements of industry-university-research integration into the curriculum, such as inviting industry experts and entrepreneurs into the classroom to share their experience and insights into the industry, or organizing students to visit advanced hotels to learn about the latest technology and management mode of the industry. These activities not only enhance students' interest in specialized knowledge, but also help them establish a direct connection with the industry, laying a solid foundation for future employment and career development[3].

4.4. International Exchanges to Broaden Students' Horizons

The development of a detailed international exchange program is fundamental. Vocational schools need to establish cooperative relationships with overseas educational institutions and design well-targeted exchange programs, such as student exchange visits, joint research projects, and participation in international competitions. These programs should cover students' professional learning, cultural experience and language practice to ensure that students grow and expand their horizons in many ways. Vocational schools should also actively introduce international educational resources by inviting foreign experts to give lectures, organizing international seminars, or conducting distance learning and exchanges through online platforms, so that students can be exposed to advanced international educational concepts and professional knowledge in their home countries. Providing language support and cultural adaptation guidance is also crucial for students to participate in international exchanges. Vocational schools should provide targeted language courses and cultural adaptation training to help students overcome language barriers during exchanges and better integrate into different cultural environments. Strengthening the internationalization of practical operations and internships is also an important part of the process. Vocational schools can cooperate with foreign industrial enterprises to provide students with opportunities for internships abroad, so that they can learn and experience international standard services and management in the actual working environment. At the same time, vocational schools should also encourage students to take the initiative to participate in international exchange activities. This can be done by setting up scholarships and providing program information to motivate students to take the initiative in finding and grasping opportunities for international exchanges. Vocational schools should also establish effective evaluation and feedback mechanisms. For students participating in international exchanges, schools need to track their learning progress and adaptation and provide necessary support in a timely manner. At the same time, they should

collect feedback from students, teachers and partners to continuously optimize the content and management of the international exchange program to ensure its effectiveness and continuity. Through these measures, vocational schools can not only enhance students' professionalism and international competitiveness, but also promote students' all-round development and lay a solid foundation for their future careers.

5. Conclusion

In summary, the development path of hotel tourism specialties in vocational schools based on the integration of industry, academia and research not only has important theoretical and practical significance, but also provides powerful support to meet the needs of the industry and improve the quality of education. The in-depth discussion in the article not only allows for a clearer understanding of the synergistic roles of industry, schools and research institutions in the cultivation of high-quality professionals, but also reveals how to build a more innovative and practice-oriented education model to cultivate professionals with practical skills and innovative spirit. These experiences and ideas will have a positive impact on the development of hotel and tourism programs in vocational schools, and also provide lessons and inspiration for other vocational education fields.

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