

On Theoretical and Practical Path of Industry-education Integration Community Empowering Tourism Management Talents Cultivation

-- Based on Perspective of Symbiosis Theory

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ABSTRACT

In the context of the booming development of culture and tourism industry and the reform of vocational education, the industry-education integration community is crucial to the cultivation of talents of tourism management major. Based on symbiosis theory, we analyze the theoretical logic of industry-education integration community empowering talent cultivation, discuss the construction strategies from the organizational, motivational, behavioral and cultural levels, and put forward the practical paths of perfecting the operation mechanism, creating diversified faculty, developing practical curriculum system, and building practical training base by the school and enterprise, aiming to improve the quality of talents cultivation to meet the demands of industry.

KEYWORDS

Integration of industry and education; Tourism management; Symbiosis theory; Talents cultivation

1. INTRODUCTION

With the rapid development of culture and tourism industry, the demand for talents in the tourism industry presents diversified and composite characteristics, which not only requires students to have solid professional knowledge and skills, but also needs to have innovative abilities, service consciousness and cross-cultural communication ability, etc. At present, the cultivation of tourism management professionals shows a certain imbalance with the prosperous development of tourism industry. The cultivation of tourism management professional failed to truly achieve the goal of "zero convergence" between cultivation objectives and industry needs, facing the challenge of deep integration of industry demands and talents cultivation. In December, 2022, General Office of the CPC Central Committee and General Office of the State Council issued *Opinions on Deepening the Reform of Construction of Modern Vocational Education System*, which put forward the plan to create industry-education integration community. In June, 2023, National Development and Reform Commission (NDRC) together with other seven departments jointly issued *the Implementation Plan for Industry-Education Integration Empowerment and Enhancement Actions of Vocational Education (2023-2025)*, which plan to design and deploy to promote in-depth integration of industry and education in key industries and create a number of industry-education integration enterprises with distinctive regional characteristics. In July, 2023, the Ministry of Education issued *the Guidelines for the Construction of Industry-education Integration Communities*. In January, 2025, the Central Committee of CPC and the State Council issued *the National Program for Strengthening Education (2024-2035)*, which proposes to build the strong municipal and industrial industry-education

integration communities. In addition, it also proposes to optimize the layout of vocational education that is coordinated with regional development and connected with the industrial layout. A large number of industry-education integration communities have been established one after another, bringing new opportunities for the cultivation of tourism management professionals. Symbiosis theory emphasizes the relationship of interdependence, mutual promotion and common development among different subjects, which provides theoretical support for the construction of industry-education integration community and talents cultivation. Based on the perspective of symbiosis theory, it is of great practical significance to explore the theoretical and practical path of industry-education integration community empowering the cultivation of tourism management professional talents.

2. THEORETICAL LOGIC OF INDUSTRY-EDUCATION COMMUNITY EMPOWERING TALENTS CULTIVATION

2.1. Connotation of Industry-education Integration Community based on Symbiosis Theory

At present era, when vocational education reform and industrial upgrading are deeply intertwined, the construction of industry-education integration community has become a key initiative to promote the high-quality development of vocational education and meet the demand for industrial talents. The Guidelines for the Construction of Industry-Education Integration Community pointed out that the Industry-Education Integration Community is a new organizational form of Industry-Education Integration led by leading enterprises, high-level higher education institutions and vocational schools, and jointly formed with industry organizations, schools, research institutions and upstream and downstream enterprises, to bring together the resources of Industry-Education across the region, and to promote the layout of Industry-Education to be highly matched, the services to be efficiently docked, and the development of the whole industry to be supported.

The theory of symbiosis was initially proposed by the German biologist De Berry, and was originally used to explain the interdependence and mutual influence of the survival relationship between different species in the biological world. With the continuous expansion of academic research, this theory has been gradually introduced into the field of social science, providing a new perspective and method for analyzing various social and economic phenomena. In the construction of industry-education integration community, the symbiosis theory has a very vivid and profound embodiment. The government, industry associations, enterprises, higher vocational colleges and universities, as symbiotic units, do not exist in isolation from each other, but through a series of closely related activities, such as talent training, technology research and development, social services, and so on, to form an intricate but orderly and stable symbiotic relationship.

Taking talent cultivation as an example, higher vocational colleges and universities cultivate talents with professional knowledge for enterprises by virtue of their own advantages in teaching resources and theoretical knowledge transfer; enterprises make use of their own practice scenarios and real project resources to provide students with internship and practical training opportunities, so as to make students deepen their understanding of theoretical knowledge and improve their practical skills in practice. In the process of talent cultivation, the two sides have realized the sharing of teaching resources and practice resources, made up for the shortcomings of each other in the cultivation of talents, and achieved complementary advantages.

The industry-education Integration Community is essentially a cross-border cooperation organization, and its core mission is to cultivate high-quality technical and skilled talents adapted to the needs of the times for the industry. In order to achieve this goal, it fully integrates the resources of all parties and cleverly connects the education chain, talent chain with the industrial chain and innovation chain organically. The education chain provides a systematic teaching system and theoretical support for

talent cultivation; the talent chain accurately conveys the talents cultivated by education to each link of the industry chain to meet the manpower demand of industrial development; the industry chain, with its own market demand and practice scenarios, provides a stage for the talents to show their talents, and at the same time, it also provides real project cases and research directions for education and scientific research; the innovation chain relies on the innovation ability of scientific research institutions and higher vocational colleges, as well as the innovation ability of enterprises to meet the needs of the times. The innovation chain, on the other hand, relies on the innovation ability of scientific research institutions and higher vocational colleges and universities, as well as the role of enterprises in promoting the transformation of innovation results, which injects constant vigor into the sustainable development of the whole industry. Through this organic connection, the industry-education integration community has formed an ecosystem of mutual promotion and synergistic development, which strongly promotes the in-depth integration of vocational education and industry, and provides a solid guarantee of talents and intellectual support for the innovative development of the industry.

2.2. Symbiotic Elements of Industry-education Integration Community

Symbiotic unit refers to the various subjects involved in the industry-education integration community, including the government, industry associations, enterprises, higher vocational colleges and universities. In the cultivation of higher vocational tourism management professionals, higher vocational colleges and universities are the main body of talent cultivation, enterprises are the important support for talent demand and practical teaching, and the government and industry associations play a guiding and coordinating role. Different symbiotic units have different resources and advantages, and through cooperation to achieve resource sharing and complementary advantages.

Symbiosis mode refers to the way in which the symbiotic units interact with each other, including parasitism, biased symbiosis and mutually beneficial symbiosis. In industry-education integration community, the ideal symbiosis mode is mutually beneficial symbiosis, i.e., each symbiosis unit benefits from the cooperation together. For example, higher vocational colleges and universities provide enterprises with talent support and technology research and development services, and enterprises provide higher vocational colleges and universities with practical teaching bases and internship and employment positions, so that both sides can promote each other and develop together.

Symbiotic environment refers to a variety of external factors affecting the symbiotic relationship between symbiotic units, including the policy environment, market environment, social and cultural environment and so on. A good symbiotic environment can provide a guarantee for the development of industry-education integration community. The government's introduction of relevant policies to support the integration of industry and education, the market's strong demand for tourism talents, and the social recognition of vocational education are all conducive to the construction and development of the industry-education integration community.

2.3. Symbiosis Mechanism of Industry-education Integration Community

The benefit-sharing mechanism is the basis for the stable operation of the industry-education integration community. The enthusiasm of each symbiotic unit is stimulated through the reasonable distribution of benefits brought about by the cooperation, such as talent cultivation achievements, technology research and development gains, and social service benefits. For example, enterprises can obtain high-quality employees that meet the needs of enterprises and improve their competitiveness by participating in talent training; higher vocational colleges and universities can improve the quality of talent training by obtaining practical teaching resources and financial support through co-operation with enterprises.

The risk-sharing mechanism is an important safeguard against risks that may arise in the course of cooperation. The risk responsibility of each symbiotic unit in the cooperation is clarified, and the risk

loss is shared. For example, in practice teaching, enterprises and higher vocational colleges and universities jointly formulate a safety management system to prevent and cope with the safety risks that may arise in the process of students' internship.

An information-sharing mechanism is the key to promoting effective communication and collaboration among symbiotic units. An information exchange platform has been established to share timely information on talent demand, teaching resources, technology development and so on. For example, by establishing an information service platform for industry-education integration, enterprises can release information on talent demand and job requirements, and higher vocational colleges and universities can release information on their professional settings and teaching achievements, so as to realize the rapid transmission and effective docking of information.

3. =CONSTRUCTION STRATEGIES OF INDUSTRY-EDUCATION INTEGRATION COMMUNITY EMPOWERING TOURISM MANAGEMENT TALENTS CULTIVATION

3.1. Building a Multifaceted and Synergistic Organizational Structure

The efficient operation of industry-education integration community relies on a scientific, rational and multi-dimensional synergistic organizational structure, i.e. the establishment of an organic system led by the government, guided by the industry, with the participation of enterprises and with tertiary institutions as the main body.

The government is in a leading position in this structure, playing the key role of policy guidance and resource allocation. On the one hand, the government has formulated a series of targeted and forward-looking policies and regulations through in-depth research on the current situation and trend of the development of the tourism industry, combined with the demand for the cultivation of higher vocational tourism management professionals. For example, it has introduced tax incentives to encourage enterprises to participate in vocational education, and given a certain percentage of tax relief to enterprises that actively invest in the integration of industry and education; it has set up a special fund for the integration of industry and education to provide financial support for school-enterprise co-operation projects. On the other hand, the government makes use of administrative resources to integrate the strength of all parties, coordinates multiple departments such as education, finance, culture and tourism, breaks down departmental barriers, and forms a synergy to promote the development of integration of production and education, so as to provide a solid policy guarantee and resource support for the construction of the industry's community of integration of production and education.

The role of industry associations as a bridge connecting the government, enterprises and higher vocational colleges should not be underestimated. With their in-depth understanding of the industry and professional advantages, industry associations strengthen industry self-regulation, formulate industry norms and professional ethical guidelines, and urge enterprises to carry out cooperation in the process of industry-education integration in accordance with the law. At the same time, by extensively collecting and analyzing the talent demand information of enterprises in the industry and regularly releasing reports on the talent demand of the industry, they provide precise guidance for the professional settings, curriculum adjustments and talent cultivation program formulation of higher vocational colleges and universities. For example, by analyzing the talent demand of emerging business forms in the tourism market (e.g. customized tourism, intelligent tourism, etc.), the tourism industry association guides higher vocational colleges and universities to open relevant courses in a timely manner and cultivate tourism professionals who can adapt to the changes in the market.

In-depth participation of enterprises is an important link in achieving the goal of talent cultivation through industry-education integration. Enterprises should participate in all stages of talent

cultivation, participate in the formulation of talent cultivation programs of higher vocational colleges and universities from the source, and integrate the skill requirements of actual jobs and vocational quality requirements of enterprises into them. In terms of curriculum development, enterprise experts and school teachers work together to transform the real projects and work cases of enterprises into teaching content, so that the curriculum is more practical and targeted. In practical teaching, enterprises provide students with real working environment and internship positions, arrange experienced employees to act as internship instructors, provide one-to-one guidance to students, help students accumulate practical experience, and realize seamless connection from campus to workplace.

As the main body of talent training, higher vocational colleges and universities should proactively cooperate with all parties. According to the needs of the industry and their own school positioning, they will continue to optimize their professional settings, eliminate professions that are out of touch with market demand, and add professions that adapt to the new forms and modes of the tourism industry. For example, with the in-depth development of the integration of culture and tourism, many higher vocational colleges and universities have set up additional majors such as creative product development for culture and tourism and cultural tourism planning. At the same time, to strengthen communication with enterprises and industry associations, to keep abreast of the latest industry trends and changes in demand for talents, and constantly adjust and improve the talent training program, improve the quality of talent training, and deliver more high-quality technical and skilled personnel for the tourism industry.

3.2. Benefits-driven Mechanisms to Stimulate Endogenous Dynamics

The establishment of a sound benefit-driven mechanism is the core of stimulating the endogenous motivation of each symbiotic unit of the industry-education integration community and guaranteeing its sustainable development.

For enterprises, participation in the cultivation of higher vocational tourism management professionals implies manifold benefits. At the level of policy support, the tax concessions and financial subsidies given by the government directly reduce the cost burden of enterprises participating in talent training, and motivate enterprises to more actively participate in it. From the perspective of technological innovation, the cooperation between enterprises and higher vocational colleges and universities can solve the technical problems encountered by enterprises in actual operation with the help of the scientific research power and professional talents of the schools. Teachers and students of higher vocational colleges and universities can participate in the research and development of tourism products, service process optimization and other projects of enterprises, bringing new ideas and methods to enterprises and enhancing their innovation ability and market competitiveness.

Higher vocational colleges and universities can also gain many benefits from their co-operation with enterprises. In terms of practical teaching resources, enterprises provide schools with internship and training bases, advanced teaching equipment and real project cases, which enriches the practical teaching conditions of schools and enables students to learn and practice in an environment closer to actual work. At the same time, enterprises provide a large number of internship and employment positions for students, solving their internship and employment problems and improving the employment rate and quality of employment in schools. In addition, the financial support of enterprises can be used for the construction of teaching facilities, teacher training and the development of scientific research projects, which helps to enhance the social influence and running level of the school.

From the government's point of view, promoting the integration of industry and education is of great significance to local economic and social development. By promoting in-depth cooperation between higher vocational colleges and enterprises, it can cultivate a large number of high-quality professionals for the local tourism industry, meet the demand for talents in the development of the

industry, promote the upgrading and development of the tourism industry, and then drive the growth of the local economy. At the same time, the increase in high-quality jobs can improve the income level of local residents and promote social stability. Moreover, a good ecology of industry-education integration can also enhance the competitiveness of the region, attract more enterprises and talents to move in, form industrial agglomeration effects, and further promote the sustainable development of the regional economy. For example, through vigorously promoting the integration of industry and education, a certain region has attracted a number of large-scale tourism enterprises to invest in construction, which not only drives the prosperity of the local tourism industry, but also creates a large number of employment opportunities, and enhances the visibility and attractiveness of the region.

Therefore, to realize the sustainable development of the industry-education integration community, it is necessary to clarify the interests of all parties, establish a reasonable benefit distribution mechanism, ensure that all parties can obtain real benefits in cooperation, so as to stimulate the positivity and initiative of the symbiotic units, and form a strong synergy for the development of industry-education integration.

3.3. Normative and Orderly Code of Conduct

The development of a standardized and orderly code of conduct is an important basis for ensuring the normal operation of industry-education integration community and improving the quality and efficiency of cooperation.

In the practical teaching link, it is crucial to clarify the respective responsibilities of enterprises and higher vocational colleges. As the receiver of students' internship, enterprises should take the management responsibility of internship students, provide students with a safe working environment and necessary labor protection measures, formulate reasonable internship work plans and assessment standards, and ensure the orderly development of internship work. At the same time, they should arrange experienced employees with strong business ability to act as internship supervisors, instruct students in professional skills and cultivate their professionalism, and help them adapt to the workplace environment as soon as possible. Higher vocational colleges and universities, on the other hand, should do a good job in the selection of internship students, safety education and training before the internship, maintain close communication with enterprises, keep abreast of the students' internship situation, and assist enterprises in solving the problems in the process of internship. For example, in terms of the safety and security of internship students, enterprises should conduct regular safety inspections of the internship site and investigate potential safety hazards; higher vocational colleges and universities should provide students with systematic safety education and training, including knowledge of production safety and labor discipline, and both sides should sign an internship safety agreement to clarify the safety responsibilities and to ensure the personal safety of students during the internship period.

In terms of curriculum development, the formulation of scientific and reasonable curriculum development standards and processes is the key to ensuring the quality of the curriculum. First of all, it is necessary to clarify the objectives and positioning of curriculum development, and design the curriculum content closely around the actual needs of the tourism industry and the skill requirements of vocational positions. In the process of curriculum development, enterprise experts and school teachers should work closely together to participate in the design and preparation of the curriculum, to ensure that the content of the curriculum has both theoretical depth and meets the actual work requirements of enterprises. At the same time, regular evaluation and feedback of the curriculum is carried out to adjust and optimize the course content in time according to changes in the development of the industry and the learning effect of the students, so that the curriculum always maintains a close integration with the needs of the industry.

By establishing a sound code of conduct, clarifying the rights and obligations of each symbiotic unit, and standardizing the cooperation process and standards, it can effectively avoid conflicts and contradictions in the process of cooperation, improve the normality and effectiveness of cooperation, and guarantee the stable operation and sustainable development of the industry-education integration community.

3.4. Building Co-existence and Co-prosperity Culture

Cultivating a culture of symbiosis and co-prosperity is an important measure to enhance the sense of identity and belonging of each symbiotic unit in the industry-education integration community and to create a favorable atmosphere of cooperation.

Carrying out rich and diversified cultural exchange activities is an effective way to spread the culture of coexistence and co-prosperity. Regular industry industry-education integration forums are held to provide a platform for all parties, including enterprises, higher vocational colleges and universities, industry associations and government departments, to exchange cooperation experiences and share the latest research results and industry dynamics. At the forums, representatives of all parties can have in-depth discussions on hot and difficult issues in the process of industry-education integration and jointly explore solutions. In addition, mutual visits between enterprises and higher vocational colleges and universities are organized to enable school teachers to gain a deeper understanding of the actual operation of enterprises, and enterprise employees to enter the campus to feel the teaching atmosphere and talent cultivation concepts of the school, so as to enhance mutual understanding and trust between the two sides.

By fostering a culture of symbiosis and co-prosperity, the symbiotic units will deeply understand that the integration of industry and education is a necessary way to achieve common development, enhance the sense of identity and belonging among each other, create a good atmosphere of co-operation with mutual support and collaboration, and lay a solid cultural foundation for the long-term development of the community of industry-education integration in the industry.

4. PRACTICAL PATH OF INDUSTRY-EDUCATION INTEGRATION COMMUNITY EMPOWERING TOURISM MANAGEMENT TALENTS CULTIVATION

4.1. Improvement of Operational Mechanism to Ensure the Depth of Integration

The establishment of a comprehensive and scientific operational mechanism for the integration of industry and education is the key guarantee for promoting the efficient operation of industry-education integration community and realizing in-depth industry integration. This mechanism covers four important aspects: decision-making, coordination, supervision and evaluation.

The first is the decision-making mechanism, with the establishment of the Industry-Education Integration Management Committee as the core decision-making body. The committee should be composed of multiple authorities, such as representatives of government departments, experts from industry associations, senior managers of enterprises and leaders of higher vocational colleges and universities. With their respective professional knowledge and rich experience in policy making, industry trend grasping, enterprise operation and management, and education and teaching, they will work together to formulate the long-term development strategy of the Community. In the process of formulating the strategy, it is necessary to take into full consideration the dynamic changes in the tourism industry, such as the rise of new tourism modes (e.g. eco-tourism, study tours, etc.), the shift in market demand, and the new requirements of technological innovation (e.g. the application of smart tourism technology) on the capacity of human resources. For major decisions, such as the development of community cooperation projects and the allocation of resources, committee members

should make decisions based on a scientific decision-making process through in-depth discussions and analyses, so as to ensure that the decisions are scientific and forward-looking, and to point out the direction for the development of the integration of industry and education.

A coordination mechanism is also indispensable, with the establishment of a special coordination group responsible for dealing with the relationship between the various symbiotic units. In the process of industry-education integration, conflicts and problems will inevitably arise due to the different interests and priorities of each participant. The coordination team should proactively collect feedback from all parties and discover potential conflict points in time. For example, in practical teaching arrangements, enterprises may not be able to provide enough internship positions for students due to busy business, and schools are under pressure of students' internship demand, at this time, the coordination team needs to intervene and reasonably arrange internship time and positions by communicating and negotiating with the enterprises or coordinate with other enterprises to provide supplementary positions to meet students' internship demand. At the same time, the coordination group should also promote information sharing among all parties, build a communication platform, and organize regular exchange meetings, so that all parties can communicate the progress and problems of cooperation in a timely manner, and jointly seek solutions to ensure the smooth progress of cooperation.

Monitoring mechanisms are an important means of ensuring the effective implementation of all cooperation tasks. Supervision of the co-operation process should be carried out throughout, from the initiation of the co-operation project to its implementation, and then to the acceptance of the results, there should be strict supervision measures. Supervision includes whether the practical teaching conditions provided by the enterprises meet the standards, whether the teaching arrangements of the school are closely integrated with the needs of the enterprises, and whether the use of funds is reasonable and standardized. A combination of regular inspections and irregular spot checks can be adopted, such as regular site visits to the internship bases of the enterprises to check the maintenance of internship facilities and equipment, and the guidance of student internships, etc.; irregular spot checks of the accounts of the use of funds in the co-operation projects can be carried out to ensure that the funds are earmarked for specific purposes. Through strict supervision, deviations and problems in the process of co-operation will be discovered and corrected in time, so as to ensure that the work of industry-teaching integration will be promoted in an orderly manner according to the plan.

The assessment mechanism is a quantitative and qualitative analysis of the effect of industry-teaching integration, which helps to continuously optimize the cooperation strategy. It is crucial to establish a scientific and reasonable assessment index system, which should cover multiple dimensions, such as the quality of talent cultivation (including the level of students' professional skills, vocational literacy, and competitiveness in employment, etc.), the participation and satisfaction of enterprises (the extent of enterprises' commitment to the cooperation project, evaluation of students' internship performance, etc.), the effectiveness of the school's teaching reforms (optimization of the curriculum system, innovation of teaching methods, etc.), and the contribution to the development of the industry (whether it promotes the technological progress of the industry, optimization of the talent structure, etc.). Conduct a comprehensive assessment of the effectiveness of the integration of industry and education on a regular basis based on the assessment index system, for example, once every academic year or every semester. Based on the evaluation results, lessons will be summarized in a timely manner, advantages and shortcomings in the cooperation will be identified, and then the cooperation strategy will be adjusted and improved so that the work of industry-teaching integration will be continuously adapted to the development of the industry and the needs of talent cultivation.

4.2. Building Diversified Teaching Staff and Enhancing Teachers' Practical Teaching Abilities

Creating a diversified faculty composed of full-time teachers on campus and part-time teachers from enterprises is an important guarantee to improve the teaching quality of higher vocational tourism management and meet the industry's talent training needs.

For full-time teachers in schools, strengthening practical training is a key link to improve their teaching ability. Schools should formulate a systematic practical training program for teachers, and regularly send teachers to work in tourism enterprises. During the period of attachment, teachers go into the front-line positions of the enterprises and participate in the actual operation and management of the enterprises. For example, teachers teaching tourism planning courses participate in the planning and development of tourism projects in enterprises, and master the technical application and operation skills in actual projects. Through these practical experiences, teachers can bring back the cases and experiences in the actual work of enterprises to the classroom, enrich the teaching content, and make the teaching more targeted and practical. At the same time, the school should also encourage teachers to participate in the enterprise's scientific research projects and technological innovation activities, to enhance the teachers' scientific research ability and ability to solve practical problems, and further promote the integration of teaching and practice.

Employing front-line technical backbones and managers from enterprises as part-time teachers is an effective way to introduce the latest technology and management experience in the industry. With rich practical experience and industry insight, these part-time teachers can bring students the most cutting-edge industry information and practical operation skills. Their participation in professional teaching not only allows them to take up some of the teaching tasks of the practical courses, but also allows them to incorporate practical cases into the theoretical courses, helping students to better understand and apply their theoretical knowledge. In terms of practical guidance, part-time teachers play an important role in the process of students' internship and practical training. They can guide students' operations on the spot, correct students' mistakes, and impart work skills and professionalism so that students can adapt to the workplace environment more quickly. For example, in the tour guide business course, senior tour guides are invited to explain the experience of emergency handling and communication skills of tourists in the process of actually leading tours; in the tourism business management course, business executives are invited to share the practical experience of business management and the development trend of the industry.

In order to motivate teachers to actively participate in the integration of industry and education, it is also necessary to establish a sound assessment and evaluation mechanism for teachers. Teachers' practical teaching ability and the results of industry-teaching integration should be included in the assessment index system, and the weights and evaluation standards of each index should be clearly defined. The assessment of practical teaching ability can include the performance of teachers' attachment in enterprises, the teaching quality of practical courses, and the results of guiding students' practical projects, etc. The assessment of the results of industry-teaching integration can cover the teachers' participation in enterprises' scientific research projects, the results of co-development of curricula and teaching materials with enterprises, and the effectiveness of providing technical services for enterprises. According to the assessment results, teachers with excellent performance will be commended and rewarded, such as giving tilts in the evaluation of titles, performance bonus allocation, evaluation of merits and priorities, etc. Teachers who fail in the assessment will be asked to make rectification and enhancement, which will motivate the teachers to continuously improve their practical teaching ability and the level of integration of industry and education and to build up a high-quality and diversified faculty team.

4.3. Developing a Practical Course System to Meet the Needs of Industry

Closely focusing on the job requirements of the tourism industry, the development of a work process-based practical course system is a core initiative to improve the professionalism and practical ability of higher vocational tourism management students.

Taking the cultivation of vocational ability as the guide, the work tasks and skill requirements of each position in the tourism industry are analyzed in depth and integrated into the whole process of curriculum content design. For example, for the position of tour guide in the culture and tourism industry, it is not only necessary to cultivate the students' ability to explain the attractions, but also focus on improving their comprehensive ability in tourism itinerary planning, visitor service and management, and emergency incident handling. Based on this, we have developed the course of "Creating Tourist Guide Words", which guides students to learn how to create attractive and culturally meaningful tour guide words according to the characteristics of different attractions and the needs of tourists; and we have opened the course of "Innovation and Practice of Culture and Tourism Integration", which encourages students to explore new modes and new paths for the integration of culture and tourism. A course on "Innovation and Practice of Culture and Tourism Integration" has been set up to encourage students to explore new modes and paths for the integration of culture and tourism, and to cultivate their innovative thinking and practical ability. At the same time, the requirements of industry standards and vocational qualification certificates are organically integrated into the curriculum system, so that students can benchmark the industry norms in the learning process and get ready for obtaining relevant vocational qualification certificates. For example, students are organized to participate in the tour guide qualification certificate examination, and the knowledge and skills training required by the examination syllabus are strengthened in the course teaching, so as to improve the pass rate of students and enhance their competitiveness in employment.

Practical teaching is an important part of the practical course system, through which students are able to apply theoretical knowledge to practical operation and improve their practical skills. For example, when teaching tourism planning related courses, students are organized to participate in actual tourism project planning, from project research, program design to implementation and evaluation, the whole process is involved to cultivate students' project practice ability. In addition, carrying out skills competitions is also an effective way to improve students' practical skills. Various kinds of skill competitions related to the tourism industry are held, such as the Tourist Guide Service Skills Competition, Tourist Route Design Competition, etc., to promote learning and teaching by competitions. During the competition, students need to comprehensively apply the knowledge and skills they have learnt to solve practical problems and exercise teamwork and innovation. At the same time, the skills competition can also provide a platform for students to show themselves, stimulate students' learning enthusiasm and initiative, and create a good learning atmosphere.

4.4. Strengthening Practical Teaching and Joint Construction of Training Bases

Strengthening practical teaching is a necessary way to improve the professional skills of higher vocational tourism management students, and the school-enterprise co-construction of practical training bases is an important carrier to achieve high-quality practical teaching. Since there is a big gap between the on-campus practical training environment and the real workplace in terms of realism and business complexity, it is especially important to dig deep into the main role of the industry in school running, give full play to the resource advantages of the industry, and co-construct and co-operate with cooperative enterprises to build and operate off-campus practical training bases. In the process of building training bases together with schools and enterprises, schools and enterprises should clarify their respective responsibilities and rights and interests, and work together to formulate construction plans and operation and management programs. Schools are responsible for providing certain financial support, selecting and assigning instructors and organizing students to participate in practical training; enterprises make use of their venues, equipment, technology and management

experience to create a real working environment for students and provide internship positions and practical guidance.

Through practical training in the off-campus co-established training bases, students can gain growth and enhancement in many aspects. Firstly, students can experience the real workplace environment, feel the enterprise's cultural atmosphere, work rhythm and teamwork, so as to better adapt to the future workplace. Secondly, students can familiarize themselves with the specific processes of the workplace and master various skills through practical operation. In the process of practical training, enterprise instructors will provide one-on-one guidance to students, correct students' operational errors, teach work skills and experience, so that students' professional skills can be rapidly improved. In addition, off-campus practical training can also enrich students' practical experience and broaden their knowledge structure. Students will be exposed to various practical problems and challenges in the process of practical training, which need to be solved by applying the knowledge and skills they have learnt, which helps to cultivate students' problem-solving ability and innovative thinking. At the same time, through the communication and interaction with the staff of the enterprise and different customers, students can understand the latest development of the industry and market demand, and further broaden their knowledge.

In the long run, the joint construction of practical training bases by schools and enterprises can shorten the employment distance of students and increase employment opportunities. The performance of students in the process of practical training often becomes an important basis for enterprises to select talents, and students with excellent performance are likely to be employed by enterprises directly after the internship. This seamless mode of "internship-employment" not only improves students' competitiveness in employment, but also saves recruitment and training costs for enterprises, making the main parties involved in the integration of industry and education a real community of interests and realizing a win-win situation for the schools, enterprises and students.

5. CONCLUSION

In the era of booming development of culture and tourism industry and continuous deepening of vocational education reform, the industry-education integration community opens up a brand-new mode and path for the cultivation of talents in higher vocational tourism management, and becomes a key force to promote the deep integration of tourism vocational education and industry development. Based on the perspective of symbiosis theory, the industry-education integration community is built through the construction of the organizational structure of multiple synergies, the interest-driven mechanism to stimulate endogenous motivation, the standardized and orderly code of conduct and the cultural construction of symbiosis and co-prosperity. In practice, the quality of talent training for higher vocational tourism management professionals is improved through the improvement of operational mechanisms, the creation of diversified faculty, the development of practical course systems, and the construction of practical training bases by schools and enterprises, which provide strong talent support for the development of the tourism industry. Looking ahead, the culture and tourism industry is accelerating in the direction of digitalization, intelligence and internationalization, and the reform of vocational education is also advancing in depth. Under such a background, the role of industry-education integration community in the cultivation of higher vocational tourism management professional talents will be more and more prominent, and it is necessary to continuously explore and innovate to adapt to the development needs of the new era.

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