

# *Research on the training mode of "double innovation talents" in tourism management*

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**Abstract:** Tourism management majors play a very important and positive role in promoting economic and social development. The training mode of "double innovation talents" for tourism management majors faces three major problems: insufficient endogenous drive of talent training system, weak willingness of teachers to reform teaching reform, and the quality of internship training bases to be optimized. Therefore, three major solutions are proposed: optimizing the endogenous driving ability of the talent training system, continuously strengthening the motivation of teachers to reform teaching, and dynamically optimizing and adjusting the quality of the internship training base.

## 1. Introduction

Tourism management majors cover 4 majors of tourism management, hotel management, convention and exhibition economy and management, tourism management and service education, which are very practical and applicable, and tourism management professionals have played a positive role in promoting the development of tourism economy, tourism industry and modern service industry, and are also subject to the impact of the decline in service consumption caused by the epidemic. Tourism management majors and tourism industry and modern service industry are symbiotic and prosperous organic relationship, tourism management talent training mode is different due to school level and training goals: some domestic 985, 211 and double first-class construction level universities adhere to the three characteristics of interdisciplinary training, international school-running and research-oriented teaching in the cultivation of tourism management talents, and complex, applied and international high-level tourism industry management and tourism research talents are the talent training models generally adhered to by these universities; In other places, ordinary undergraduate colleges and universities have significant application-oriented talent orientation characteristics in the process of tourism management talent training, and the cooperation of "government, school, industry and enterprise" in running schools and "order-based" application-oriented talent training are the main talent training characteristics. The differences in the training models of tourism management talents drive the tourism management majors of local undergraduate colleges and universities to seek a professional training model of tourism management that suits local characteristics, teachers and industry trends. Local colleges and universities have made many attempts in talent training models according to local conditions, mainly focusing on three models: local characteristics driving talent training mode, industry-led talent training mode and teacher-driven talent training mode, realizing the effective coordination of industry, teaching, scientific research and

local resources, and achieving positive results in multi-drive and multi-collaborative talent training. Through the integration of industry research and interviews, student internship and employment feedback and other channels, it is found that at present, the training of tourism management professionals in local ordinary undergraduate colleges and universities mainly has shortcomings such as the mismatch between talent training and industry demand, the depth and breadth of school-enterprise cooperation, the lack of dynamic adjustment of internship practice bases, and the lack of home-school collaborative support, which are all problems that need to be solved urgently in the process of training tourism management professionals in local undergraduate universities.

"Double innovation" embodies the organic integration of innovation and entrepreneurship, and is both creative and original in innovation-based entrepreneurial activities, and can also obtain economic benefits through entrepreneurial practice <sup>[1]</sup>. Innovation and entrepreneurship complement each other, innovation lays the foundation for entrepreneurship and provides endogenous driving force, entrepreneurship is the practice and effective expansion of innovation in the industrial field <sup>[2]</sup>. The cultivation of "double innovation" talents in tourism management is of good practical significance, which can not only help students make full use of various resources and platforms inside and outside the classroom and inside and outside the school for practical exercises, transform tourism management theoretical courses into practical productivity, cultivate comprehensive ability in practice, and improve the ability to choose a job and start a business; It is also an important way for institutions to optimize and improve the efficiency of curriculum and talent training, which helps institutions to continuously adjust the curriculum according to industry and student feedback in the dynamic, and the cultivation of "double innovation talents" in tourism management can realize the cycle-driven development of industry, institutions and students.

## **2. The Value of Training "Double Innovation Talents" in Tourism Management**

### **2.1. Optimize the Training System of Colleges and Universities to Improve the Effectiveness of Education**

The training of "double innovation talents" in tourism management is conducive to the formation of a training system centered on student training, and the curriculum focuses on the cultivation of students' innovation and entrepreneurship ability, especially to guide institutions to rationally optimize the allocation of various resources inside and outside the school and inside and outside the classroom, and form a talent training path that drives students to grow into talents with multiple resources.

### **2.2. Drive Teachers' Teaching Innovation and Optimize Teaching Effects**

Tourism management majors adhere to the cultivation of "double innovation talents", which will drive college teachers to take the initiative to connect with the forefront of the industry, enhance their attention to the development trend and dynamics of the industry, and improve the linkage between classroom teaching and the industry. In terms of classroom interaction, it helps to guide teachers to design more interactive sessions with students, and exercise students' thinking and logic skills through interaction. At the same time, students are guided to pay attention to the latest development trends and trends in the industry, and students are guided to consciously apply the professional knowledge they have learned to solve the specific problems faced by the development of the industry, and the classroom teaching effect will be further improved.

### **2.3. Dynamically Optimize School-Enterprise Resources and Deepen Collaborative Education**

Make full use of industry resources inside and outside the school to select the best among students to enhance good internship training and learning opportunities, and enhance students' professional identity. At the same time, it can provide tourism management professional teachers with part-time learning opportunities in related industries, reserve industry teaching resources for classroom teaching, and further optimize teaching effectiveness. Every year, according to the feedback of students' internship training and the suggestions of leading teachers, the industry cooperation resources are further optimized and dynamically adjusted, and high-quality industry cooperation resources based on dynamic adjustment inertia are formed. Select the best among the best to form a certain amount of industry resources, organize students' parents to visit the industry in an orderly manner, let parents specifically feel the real environment of students' learning and work, and form a benign situation in which parents support students majoring in tourism management to grow into talents.

## **3. The Training of "Double Innovation Talents" in Tourism Management is Insufficient**

### **3.1. The Endogenous Drive of the Talent Training System is Insufficient**

The cultivation of "double innovation talents" in tourism management in local ordinary undergraduate colleges is objectively affected by local resources, teachers, hardware equipment and other factors. Although the curriculum has been improved and adjusted for a long time, it adheres to the curriculum system of "combining theory and practice" to cultivate "double innovation talents" in tourism management. Classroom teaching emphasizes form over substance for the cultivation of students' innovation and entrepreneurship, and extracurricular discipline competitions do not exercise students' innovation and entrepreneurship spirit and ability. The internship and training resources inside and outside the school failed to give full play to the external driving force for the cultivation of "double innovation talents" in tourism management. The tourism management innovation and entrepreneurship education of local ordinary undergraduate colleges presents a single curriculum or discipline, lack of curriculum innovation and integration, a small number of innovation and entrepreneurship education courses, and empty and monotonous innovation and entrepreneurship content, which are the obvious shortcomings of the current tourism management innovation and entrepreneurship education talent training system of local ordinary undergraduate colleges<sup>[3]</sup>. In general, the training of "double innovation talents" in tourism management in ordinary undergraduate colleges has not formed an effective synergy of resources inside and outside the school, inside and outside the classroom, and the dual driving effect of theory and practice in the curriculum system has not yet been formed, resulting in insufficient endogenous driving of tourism management "double innovation talents" in local ordinary undergraduate colleges.

### **3.2. Teachers' Willingness to Reform Teaching is not Strong**

At present, most of the local ordinary undergraduate colleges and universities still adhere to classroom teaching, teachers' classroom teaching focuses on theoretical teaching, the corresponding practical training is relatively insufficient, and teachers have a relatively insufficient grasp of the cutting-edge dynamics and development trends of the industry. Most of the teachers in the innovation and entrepreneurship teaching courses offered by colleges and universities lack industry experience, and the double innovation courses present obvious shortcomings with strong theory and weak practice. Due to the limitations of many reasons, at present, the tourism management teachers of local ordinary undergraduate colleges generally show the lack of high education and industry experience, and the

professional titles of teachers are mainly limited by the constraints of scientific research results. Many factors have led to the lack of momentum and willingness to reform the teaching of tourism management teachers in local ordinary undergraduate colleges, resulting in unsatisfactory results in innovation and entrepreneurship education.

### **3.3. The Quality of the Internship Training Base Needs to be Optimized**

The depth, breadth and quality of tourism management majors in local ordinary undergraduate colleges need to be optimized and improved in terms of quality cultivation of internship training bases, so as to promote internship training bases to play an active role in the cultivation of innovative and entrepreneurial talents in classroom teaching, competition training, entrepreneurial practice, and on-campus practical training. At present, the utilization efficiency and quality of the tourism management professional internship training base of local ordinary undergraduate colleges are insufficient, the professionalism of the on-campus training place is insufficient, the utilization efficiency of the place is insufficient, the quality of the off-campus internship practice base is uneven, the dynamic adjustment is lacking to continuously improve and optimize the momentum of the internship base, and the quality of the internship training base needs to be optimized <sup>[4]</sup>.

## **4. Tourism Management "Double Innovation Talent" Training Model**

### **4.1. Optimize the Endogenous Driving Ability of the Talent Training System**

Considering the practicality and applicability of tourism management majors, local ordinary undergraduate colleges and universities should fully rely on classroom teaching-double innovation training-practice bases to form a talent training system based on internal and external resources. Classroom teaching always adheres to the student-centered approach, adheres to the guidance of cutting-edge theories in the course content, guides students to pay attention to the latest trends and development trends of the industry, and effectively cultivates students' spirit of paying attention to the industry, paying attention to practice and daring to innovate while consolidating students' basic theoretical knowledge. Through various innovation and entrepreneurship competitions as the drive, guide students to apply the professional knowledge learned in the classroom to specific practice, and use the competition to drive students' innovation and entrepreneurship spirit and ability exercise. Form the dual drive of classroom teaching and double innovation spirit, shape students' spirit of daring to innovate and practice, and cultivate innovative thinking and innovation and entrepreneurship practice ability <sup>[5]</sup>. Give full play to the guiding role of the practice base in educating people, encourage students to actively participate in internship training, solve problems faced by the industry through the knowledge they have learned, and cultivate students' professional identity and double innovation ability in internship practice. Through the coordination and support of the three links of classroom teaching, entrepreneurship and innovation training and practice base, the endogenous driving ability of the "entrepreneurship and entrepreneurship talents" training system of tourism management is optimized.

### **4.2. Continue to Strengthen Teachers' Willingness to Drive Teaching Reform**

The guidance of teachers' teaching is very important to the cultivation of "double innovation talents" in tourism management in local ordinary undergraduate colleges, so the innovation of teachers in terms of knowledge system, teaching methods and training goals has a realistic urgency and importance. Most local ordinary undergraduate colleges and universities have obvious shortcomings in tourism management majors with high education, little practice, and emphasis on

theory over industry, which cannot meet the practical requirements of the training of "double innovation talents" in tourism management. Subjectively, teachers should actively seek contact and learning with the industry's cutting-edge formats, take the initiative to innovate knowledge reserves, and institutions can also provide teachers with industry-related learning opportunities through in-depth cooperation with practice bases<sup>[6]</sup>. The teaching process adheres to heuristic teaching and guided teaching, encourages learning to actively participate in classroom interaction, actively understands the cutting-edge development trends and trends of the industry after class, and cultivates students' double innovation ability through active interactive thinking in class and active learning after class. Due to the differences in individual students in terms of family background, learning foundation, learning motivation, etc., resulting in differences in learning initiative and enthusiasm of tourism management students, it is difficult for the traditional single evaluation mode of examination results to meet the practical needs of dual-innovation talent training. In the process of classroom teaching, teachers can provide diversified and personalized guidance and encouragement according to the differences of students, give full play to the subjective initiative of students in professional learning, and students' academic evaluation can also be transformed from a single test score to multi-dimensional evaluation such as subject competitions, scientific research papers, and professional competitions. Through the innovation of knowledge system, teaching methods and cultivation goals, we will continue to strengthen the motivation of teachers' teaching reform, and give full play to the positive role of teachers' teaching in the process of cultivating talents in tourism management.

#### **4.3. Dynamically Optimize and Adjust the Quality of the Internship Training Base**

The cultivation of "double innovation talents" in tourism management depends on the continuous shaping and training of high-quality internship practice bases, and the effectiveness and quality of talent training can also be verified through high-quality internship training bases. First of all, we should establish a relatively stable high-quality internship practice base, form in-depth cooperation between schools and enterprises in student internship training, parent hotel visits, industry mentors, teacher training, high-quality student training, etc., and enhance the depth and breadth of school-enterprise cooperation. Secondly, fully absorb the feedback and suggestions of interns and teachers leading the team, dynamically optimize and adjust the internship training base, dynamically adjust the internship practice base, and ensure the quality of the internship practice base. Third, it is appropriate to negotiate in-depth cooperation with some high-quality internship practice bases, including professional managers entering the classroom, selecting and hiring industry mentors, student practice visits, teacher practice appointments, scholarship settings, student positions and promotion channel arrangements, etc., to enhance the depth and breadth of school-enterprise internship practice. Through dynamic optimization and adjustment of the quality of the internship training base, the effectiveness of the training of "double innovation talents" in tourism management will be improved.

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