

A Study on the Talents Cultivation Model of Vocational Tourism English Students Based on the Integration of Industry and Education from the perspective of Stakeholders

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Abstract: The integration of industry and education is an important way to promote the reform of vocational institutions and to solve the problem of industrial and educational interface. From the perspective of stakeholders, it divides benefit-related sides concerning tourism English talent cultivation into core, indirect, potential and marginal interest holders. Through empirical research, it analyses the interests and appeals of different stakeholders such as tourism enterprises and industry, vocational colleges, local governments, and the current situation of tourism English talents cultivation in vocational colleges, discussed the shortcomings and deficiencies and sought the best way to cultivate high-quality tourism English talents. So in order to enhance the joint force of industry and education integration, it is necessary to improve the enthusiasm of tourism enterprises involvement, and ultimately to achieve win-win cooperation among relevant stakeholders.

Keywords: stakeholders; industry and education integration; Tourism English; talent cultivation model

1. Introduction

In 2017, the State Council of China issued Several Opinions on Deepening the Integration of Industry and Education, which pointed out that it is necessary to reform the cultivation model of industry-education talents, integrate industry-education integration into all links of economic transformation and upgrading, and run through the whole process of talent development.[1] In 2022, China's Ministry of Education issued the Vocational Education Law, which clearly stipulates that the status of general education and vocational education is equally important, and it is necessary to strengthen the diverse model of vocational education, do a good job in the inheritance of skills and technology, and promote employment and entrepreneurship.[2] The integration of industry and education has been included in the important strategic policy of strengthening the country in education, providing new ideas and methods for the cultivation of technical and application-oriented talents. The Tourism English major is aimed to cultivate moral, intellectual, physical and aesthetic all-round development, with professional quality in tourism positions, proficient English skills application, strong communication and organizational skills, and integrated with high-skilled management services. Therefore, the integration of industry and education in tourism English talent training needs to be considered the interests of stakeholders such as vocational colleges, local governments, tourism enterprises, and tourism industry, seeking the multi-party participation of stakeholders, and clarifying rights, responsibilities and interests of all parties, so as to form a win-win cooperation and sustainable development of vocational colleges, tourism industry enterprises and local governments for tourism English professional training.

Stakeholder theory, first was proposed by Penrose in Enterprise Growth Theory. Then, Ansoff (1965) pointed out that the most ideal goal of a company should be to balance the conflicts of stakeholders. [3] Freeman (1984) and other scholars believed that in order to extend the main body of stakeholders to the government and the community, diverse stakeholders should jointly supervise the daily operation of enterprises, so as to give full play to the responsibilities and obligations of stakeholders and establish a mutually beneficial and win-win cooperative development model.

In recent years, stakeholder theories have been gradually applied to the field of education, but less

involved in the field of vocational education, especially from the perspective of tourism English talent training. Therefore, based on the theory of stakeholders, it takes the tourism English major of vocational colleges as the research target to discuss the training mode of higher vocational tourism English talents integrating industry and education, and strives to reshape the role positioning of various stakeholders, build a collaborative education mechanism under the community of interests, jointly cultivate high-quality skilled and application-oriented foreign tourism talents required by the tourism industry, and promote the high-quality development of industry-education integration in the tourism industry.

2. Talent Training Model of Integration of Industry and Education

In the implementation of a series of strategies in China such as the country's "million enrollment" and "double high plan", the integration of industry and education has become increasingly important. The integration of industry and education can be roughly divided into three modes: enterprise-led model, school-enterprise equal, and school-led model. Wu Yan (2004) summarized the talent training model of combining industry and education in China. [4] Firstly, make-to-order model. The employer places an order with the school, to cultivate required talents according to the enterprise standards, and the students enter the enterprise to work after passing the assessment. Secondly, "3+2" model. It connects middle and high vocational schools, and students are required to study basic theories and professional skills in secondary vocational schools for three years and pass the middle school examination. After completing the assessment tasks, they need to attend education courses for two years in vocational schools. Thirdly, "engineering-study alternation" model. In this way, school and the enterprise jointly formulate talent training programs, students not only to study at school, but also to actively participate in production practice activities, improving their comprehensive quality and ability.

Regarding the problems in the training mode of industry-education integration talents, many scholars have studied and discussed them. Hua Ting (2017) pointed out that the main contradictions in the current talent training model of industry-education integration are lack of local governments attention, shortcomings of colleges and universities education and low participation of enterprises.[5] Zhu Chenglin et al. (2015) believed that the poor effect of talent training is mainly due to the imperfect talent training mechanism, lack of enterprise status and inefficiency of vocational colleges.[6] Hao Tiancong and Shi Weiping (2019) believed that there are many factors affecting the cultivation of talents in the integration of industry and education, namely rational characteristics of enterprises, uncertainty of the market environment, and the speculative behavior of enterprises.[7]

3. Research Design

3.1 Research Objective

To understand the current status and existing problems of tourism English professional training in vocational colleges based on the integration of industry and education. According to the theoretical research of stakeholders, questionnaire surveys and in-depth interviews were carried out on vocational colleges and tourism enterprises and management departments of local government, so as to put forward suggestions and measures for the training model of tourism English talents based on the integration of industry and education.

3.2 Research Design and Implementation

Using the Likert scale method, the "Questionnaire on Tourism English Talent Training Model Based on the Integration of Industry and Education in Vocational Colleges" was compiled, which contained 15 questions and distributed to teachers and students of three vocational colleges in Chongqing city to understand the problems of tourism English talent training, tourism English course construction, tourism internship training and double-qualified teacher (academic and practical) team construction. A total of 278 questionnaires were collected in this survey, of which 261 were valid, with an effective rate of 93.88%.

At the same time, in-depth communication and exchanges were carried out with the stakeholders of tourism English talent training of 3 tourism enterprises and 1 vocational college in Chongqing city, and the object of this questionnaire survey were mainly managers of foreign tourism enterprises and leaders of vocational colleges, tourism English teachers and tourism English students. The interview content includes tourism English talent training goals, tourism English curriculum, tourism English professional

teachers, and policy planning.

3.3 Research Result and Analysis

3.3.1 Basic information of object

Statistical analysis of 261 valid questionnaires recovered, this questionnaire Cronbach $\alpha = 0.921$, which proves that the credibility of the questionnaire is high. The KMO of this questionnaire is equal to 0.903 and that of Bartlett is 0.00, which proves that the validity of the questionnaire is high.

In the questionnaire, the number of male and female students was 112 and 149 respectively, accounting for 42.91% and 57.09% of the total number of interviews. According to the survey results, the majority of object were juniors, accounting for 41% of the total. In addition, the proportion of freshmen and sophomores in the total number was 22.99% and 36.01%, respectively. See table 1.

Table 1 Student Basic Information.

Object	Type	People No.	Percentage
gender	male	112	42.91%
	female	149	57.09%
grade	First year	60	22.99%
	Second year	94	36.01%
	Third year	107	41%

3.3.2 Research Result

3.3.2.1. Local government

Government policies represent the will and execution of local governments, guaranteed the deep integration of vocational colleges and enterprises and optimized integration of industry and education. It is very important for local government to develop policies for the integration of industry and education considering local characteristics in accordance with local conditions.

In 2018, Chongqing government issued the "Implementation Opinions on Deepening the Integration of Industry and Education", proposing to build a modern vocational education system with the integration of industry and education. It is focused to reform the vocational education model, to take enterprises as the lead, to cultivate talent supply and industry demand, and to cultivate a large number of high-quality professional and innovative talents according to the actual needs of the enterprise. And in 2019, the "Work Plan for Building and Cultivating Industry Education Integrated Enterprises in Chongqing" was formulated. In 2020 and 2022, Chongqing's lists of industry education integrated enterprises were released, jointly promoting the in-depth development of industry education integration. The tourism industry has now become a strategic pillar industry of the national economy. In 2022, the Chongqing Government issued the "Fourteenth Five Year Plan" for the Development of Culture and Tourism in Chongqing (2021-2025), which proposed that by 2035, the city should be basically built into a strong cultural city, a world of famous tourism destination with a strong tourism talent team.

3.3.2.2. Vocational Colleges and Tourism Enterprise

a) Satisfaction Degree of Vocational College Training Mode

According to the results of the questionnaire, students in vocational colleges are basically satisfied with the training mode of the colleges. In the column that colleges attach great importance to vocational ability training, the number of students who choose the college to value and be satisfied accounts for 25.17% of the total, the number of students who choose not to pay attention but are satisfied accounts for 34.12%, and the number of students who choose not to pay attention to it accounts for 40.71%. See Figure 1 for details.

According to the survey results, most students are dissatisfied with the college's model of nurturing talent. This shows that the mode of training tourism English talents in vocational colleges needs to be optimized and upgraded, and vocational colleges should pay attention to cultivating students' comprehensive quality and vocational abilities.

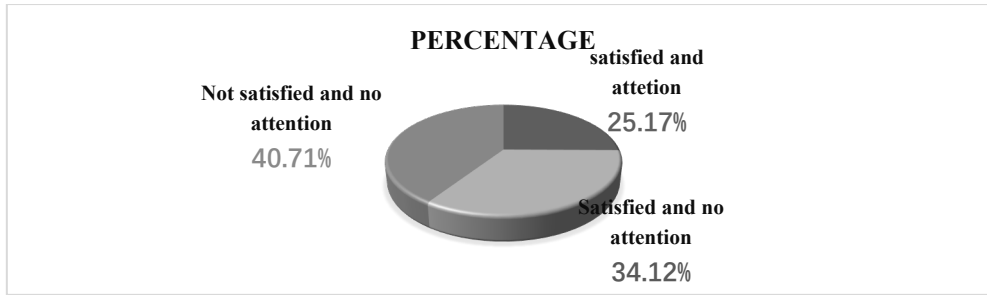


Figure 1 Satisfaction Degree of Vocational College Training Method.

b) The Association and Matching of English for Tourism Major with Tourism companies

In the survey results in the column of "Association and Matching between the major and tourism enterprises", 36 students believed that the matching degree was very high, accounting for 13.7% of the total. Fifty-five students, or 21.1 percent felt that the match was good. There were 31 students who thought that the match was average, accounting for 11.8%. and 27.9% all in 73 students thought that they did not match, and 25.5% accounts for 66 students thought that they were extremely unsatisfactory. As shown in Figure 2.

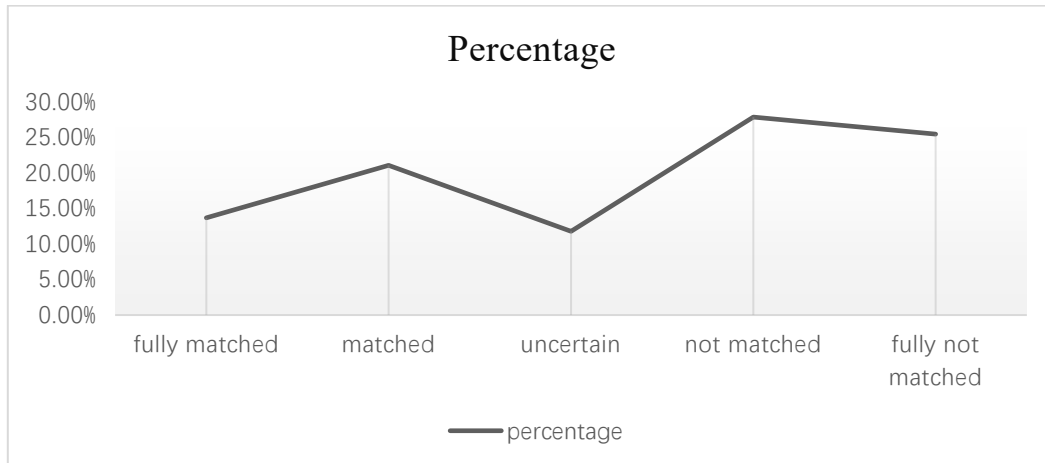


Figure 2 The Association and Match of Major with Tourism companies.

It can be seen that the positioning of vocational colleges to cultivate tourism English talents is contrary to the actual needs of tourism enterprises, and the tourism talents cultivated by colleges cannot adapt to the job responsibilities of tourism enterprises.

c) Enterprises Participation in Training of Tourism English Talents

In the interview on the related questions, it was found that when formulating professional talent training programs, vocational colleges usually take relevant national policies as the guide, adhered to the education-orientation principle, and promote all-round development students, deepen all-round education. At the same time, it insists on serving the local economy for local industries, and formulate diversified models for cultivating tourism talents according to tourism needs of different regions. However, the opinions proposed by tourism enterprises are often only used as reference, and the leading power is still in the college's hands. Tourism enterprises believe that they only need to provide reference opinions on the talent training program for colleges, and therefore still a considerable gap exists between colleges and the needs of tourism enterprises on tourism talents. From the survey, it can be seen that 43.2% of tourism enterprises believe that the courses offered by colleges do not match the needs of positions, 16.61% of them hold the opinion of completely inconsistent, and those meet and completely meet the needs only account for 17.8% and 13.2%. It can be seen that the tourism English talent training program for vocational colleges needs to further investigate the needs of the market and tourism enterprises, in order to formulate a talent plan that meets the needs of them. As shown in Figure 3.

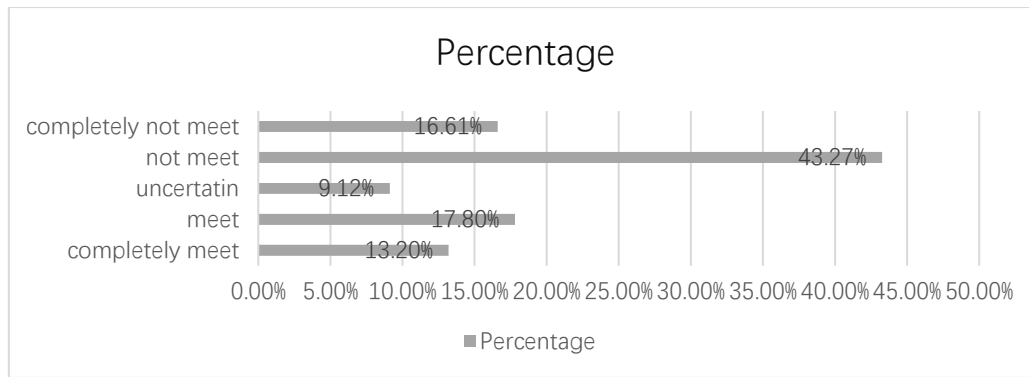


Figure 3 Courses offered by Tourism English Major of Vocational Colleges Match the Job Needs of Tourism Enterprises

For the "Ways of Tourism Enterprises Participation in the Integration of Industry and Education in Vocational Colleges", vocational colleges said that tourism enterprises are allowed to participate in operating colleges in various forms, such as investing capital, technology, equipment, management, etc. and build internship training bases jointly with college-enterprise. At the same time, through "3+2" and "make-to-order training" and other methods, they cultivate talents for tourism enterprises. In addition, colleges and enterprises have established "tourism distinguished teacher workshop" to study how to cultivate high-quality talents in tourism English and develop courses.

Tourism enterprises said in interviews that they have cooperated with some colleges, but the degree of cooperation is not enough. Students have few opportunities in enterprises and lack of willing and enthusiasm during internships, yet enterprises still need to spend time and energy to cultivate them. At the same time, most of projects which cooperated with colleges are only short-term and the implementation is not in place. In summary, the social public resources provided by tourism enterprises to colleges are not well utilized.

Regarding whether the teaching team meets the needs of your learning, 55 students (21.07%) of all choose highly suitable, 134 (51.36%) believe the teaching team is in line with their professional needs. There were 21 students, accounting for 8.09% felt the demand for teaching staff is uncertain. 30 students accounting for 11.54% felt the teaching staff did not match the needs. There were 21 students (7.94%) hold the view that teaching staff are extremely inconsistent with their professional needs. See Figure 4.



Figure 4 Whether Professional Teaching Staff Meets Students Learning Needs.

From the above survey data, it can be seen that more than half of the students believe that in the study of tourism English, the quality of professional teachers meets their own learning needs, which is related to the national policy of double-qualified teacher promotion, which not only requires teachers to have solid theoretical knowledge, but also have rich enterprise practical experience. However, 11.54% (30 students) still said that the quality of teachers did not meet their learning needs, and their knowledge lagged behind, which was difficult to connect with the current needs of the tourism industry. In particular, juniors said that the knowledge learned in college was useless in internships at tourism companies. Therefore, it is necessary to continue to deepen the construction of the double-qualified teaching team and reasonably introduce teachers from tourism enterprises.

d) Tourism Enterprise Practice

From the survey data, it shown the investment in the integration of industry and education is closely related to the type and scale of the enterprise. Vocational colleges tend to cooperate with large or state-owned enterprises, and the degree of integration of industry and education in small or private enterprises is not deep.

Tourism enterprises said that the most important thing in the integration of industry and education is capital investment. Although there is a certain amount of investment from the state, for small and medium-sized enterprises, no sufficient financial support is provided, therefore the integration of industry and education cannot be initiated. In the talent training model of integration of industry and education, the talent standards provided by tourism enterprises are only for reference by colleges. In addition, enterprises take a long time to cultivate English talents and difficult to see practical results in a short time, so tourism companies do not input highly interest on it.

In the column of "Tourism Enterprise Internship Training Base and Student Internship Satisfaction", most teachers believe that tourism enterprises do not pay attention to the internship effect of students, only provide simple guidance for the job, which students are engaged in simple and mechanical positions. This is not helpful to learn useful practical skills, thus students participate in internships aim to cope half-hearted with the final exam. To sum up, tourism enterprises do not assume corresponding social responsibilities in tourism talent cultivation model of industry and education integration.

4. Problems Analysis***4.1 Local Government's Industry-education Integration Policy Lacks Pertinence and Systematization***

From the perspective of stakeholders, industry-education integration policies involve diverse and complex subjects, and the implementation of it is in a high degree of ambiguity and conflicts. Local policies are difficult to cover all stakeholders such as vocational colleges, tourism enterprises, teachers and students, and tourism industry associations, making it difficult to implement policies. On the other hand, the cooperation in the integration of industry and education is still at a lower level, and the policy implementation mechanism is not perfect. The training process of English talents involves benefit distribution, teacher training, skill assessment and supervision mechanism, etc., college-enterprise cooperation is superficial, and local industry-education integration policies lack pertinence and innovation.

4.2 Training objectives, Curriculum system, and Teaching Team of Vocational Staff Need to be Improved

Training goals need to be deeply matched with market needs. In the process of tourism English talent training programs, vocational colleges are in a dominant position, tourism enterprises only provide reference employment standards, and do not deeply participate in the training programs, therefore, the cultivated talents often lag behind social development and derail from social needs.

The problem of the curriculum system is the form is single and lacks the modernity, which restricts the flexibility and diversity of tourism English talent training, resulted in the inability to keep times and needs of the tourism industry. The college's professional course content is not well compatible with the post ability requirements, and the cultivation of students' creative ability and rational thinking is not good, which is derailed from foreign tourism skills.

The quality of "double-qualified teacher" in tourism English majors in vocational colleges needs to be improved. Although full-time teachers are required to have six months of temporary employment in tourism enterprises every five years, their practical skills are difficult to meet the needs of the tourism industry, and their professional qualities are uneven. Although teachers from tourism enterprises have rich practical skills, they lack teaching experience and the classroom teaching effect is not satisfactory.

4.3 Tourism Enterprises Lack Internal Impetus and Win-win Awareness

Due to the long cycle and slow effect of training foreign tourism talents, tourism enterprises have insufficient internal impetus for participation. And as a profit-oriented organization, it requires maximum benefits, and talent training is a process that requires long-term accumulation, and difficult to achieve short-term profit returns. The truth makes it difficult for enterprises to identify the concept of industry

and education integration in talent training.

Most tourism enterprises do not have a win-win concept, and always place responsibility on colleges to educate students. They only need to provide an internship place for students to practice. Therefore, corporations are reluctant to invest more resources and energy in talent training. In addition, students do not attach importance to internship, which offers substantive practice.

5. The Causes of the Problem of English Talents Training in Vocational Colleges

5.1 Differences in Talent Training Concepts

From the government's part, lack of conceptual guidance on vocational talents cultivation, they still hold the old concept that vocational education is inferior to general education. Secondly, tourism enterprises do not value equal on vocational education background, for the same position they tend to give students with a bachelor's degree. Finally, from the perspective of parents and students, the recognition of vocational education is not high, vocational education is a helpless move for them as low social recognition.

5.2 Differences in Talent Training Benefits

Vocational colleges mainly focus on teaching, whereas relatively weak on cultivation of professional quality and skills. There is a gap between talent standards required by tourism enterprises and benefits considered by them. However, talent training requires long-term investment, which result in low enthusiasm for them to cooperate with colleges. Tourism corporates are profit priority organizations, seeking profits maximization, on the contrary colleges are non-profit organizations, attain high-degree unity is difficult for both sides different interests.

5.3 Backlogs on Talent Training Policies

Backlogs exists in the incentive policy, implementation mechanism, and the supervision and constraint mechanism of talent training, resulting in improper and unequal distribution of benefits. Local governments lack concrete and effective measures to facilitate tourism enterprises and vocational colleges and other stakeholders reach a consensus on talent training.

5.4 Insufficient Double-qualified Teacher in Talent Training

Most teachers majoring in tourism English in vocational colleges have no experience in working in tourism enterprises, and pay more attention to academic and theoretical research in the teaching process, short of skills and practical experience. In addition, the personnel of foreign tourism enterprises who are temporarily employed by colleges often do not have systematic knowledge of teaching methods and concepts, lack teaching skills and experience.

6. Suggestions and Measures

6.1 Reshaping Each Role of Stakeholders

6.1.1 Government Creates a Good Policy Environment

The local government is the core stakeholder, which cultivate and supervise policy-making and play a guiding and stimulating role. Based on the needs of the regional tourism industry, they need to put forward guiding policies, formulate strategic plans and create a good policy environment for tourism enterprises and vocational colleges. First of all, it is necessary to recognize the equal status for vocational colleges. Tourism enterprises and social organizations need to establish a diversified model for nurturing talents. Secondly, it is necessary to optimize and improve the management system of vocational colleges, to mobilize interest and investment of all stakeholders, letting them to participation in talent training. So regularly evaluating the implementation of each entity is effective. Finally, with new technologies such as big data, he should real-time analyze changes in demanding for talents in the tourism market, and appropriately adjust and upgrade training mode of tourism English talents, thus a dynamic adjustment mechanism for talent training structure is established.

6.1.2 Tourism Enterprises Stimulate Awareness of Responsible Subjects

The role and function of tourism enterprises in talent training should be clarified, and enterprises should be encouraged to participate in reforming the tourism English talent cultivation model, carry out in-depth exchanges and cooperation with vocational colleges, and increase factors input. For example, teacher and student training, curriculum construction, internship base construction, etc. Secondly, they should fulfill social responsibilities, actively provide internship opportunities and practice places for vocational colleges, in accordance with the needs of talent standards and characteristics of tourism enterprises, restrained their own behaviors and cultivated responsibility sense for each part.

6.1.3 Vocational Colleges Change the Concept of Talent Training

Vocational colleges should improve the efficiency of their own resource utilization, quickly integrate them into the tourism industry through science and other technologies, establish a mutual beneficial and win-win cooperation mechanism with tourism enterprises. First of all, according to the actual needs of foreign tourism enterprises, they should consider professional characteristics of tourism English and establish a new model for cultivating tourism English talents. Secondly, they should actively expand the channels of cooperation and exchange with foreign tourism enterprises, jointly formulated implementation plans for talents cultivation with tourism enterprises, so as to build a community of shared future for colleges and enterprises.

6.1.4 Vocational Teaching Team Improves the Quality of Double-qualified Teachers

Vocational colleges can recruit employees who have tourism enterprises working experience, and through systematic training in pedagogical knowledge such as teaching concepts, methods, psychology, etc., to create a double-qualified teacher team of professional courses with practical experience and theoretical knowledge. In addition, vocational colleges should regularly send teachers to foreign tourism enterprises and industries for on-the-job training, or to overseas to engage in tourism-related work, and constantly expand the practical experience of for teachers.

6.2 Integrate Key Elements of Industry-education Integration

6.2.1 Integration Elements of Industry-education

Integrate e-commerce, marketing, exhibition and other resources, create a professional group of "Tourism English +", and integrate the concept of the new era, so as to strengthen the deep integration of tourism English major and modern tourism industry. According to the actual position standards of tourism enterprises, it is necessary to cultivate high-quality foreign tourism talents that match the post. Vocational colleges should actively develop tourism English professional courses and standards, and teach students implicit educational content such as the concept of tourism industry and craftsman spirit in the actual teaching process.

6.2.2 Precise Positioning Talent Training Goals

Moral education will be cultivated first and throughout the whole process of talent training. To cultivate foreign tourism talents for vocational education, we must cultivate students' morality, strengthen their patriotism and dedication, and require them to tell Chinese stories to the world in English, so that help them forming a correct world view on life and values. In addition, we need establish and improve the 1+X certificate system to realize the integration of academic certificates and professional skills, stimulating students' potential and endogenous motivation and cultivating craftsman spirit involved in foreign tourism.

6.2.3 Jointly Build a Dynamic Curriculum System

Relevant stakeholders should jointly participate in the dynamic course of tourism industry. With share, integration and mutual selection, they will establish a diversified and personalized tourism English course system. In response to changes from time to time and according to needs, it is required to replace and update courses according to the times and improve application and pertinence of courses.

In the implementation of curriculum construction, they should emphasize on the cultivation of professional quality and a double-qualified teacher team, to form a model of "professional teachers + enterprise mentors". With the help of VR technology, students can experience workplace environment and requirements of the tourism industry in course learning and cultivate professional quality, enhance the professional ethics, and sense of mission of foreign tourism talents.

6.2.4 Build Double-qualified Teacher Team

The dual-qualified teacher team should be composed of authority in tourism industry, backbone teachers, tourism skilled masters. Teachers should improve their comprehensive quality or ability from three perspectives, namely vocational quality, professional quality and educational literacy. The core of vocational quality is ideology and morality, and it is necessary to cultivate students with ability and political integrity as the educational template. Professional quality is to have basic professional knowledge, theory and practice. Educational literacy is the comprehensive ability to cultivate talents and provide technical services, imparted professional skills in the process of basic knowledge teaching.

6.3 Improve Laws and Regulations for Nurturing English Talents in Tourism

6.3.1 Establish a Sound Policy System for the Integration of Industry and Education in Top-level Design

Local governments should issue relevant laws and regulations to regulate the behavior of tourism enterprises and vocational colleges. It puts forward policy guidance for the cultivation foreign talents in vocational tourism, dilutes the academic boundary between vocational education and general education, and builds a scientific, standardized, operational and guarantee system such as a credit bank. Secondly, local governments should give full play to their advantages, providing preferential reduction policies for tourism enterprises and help them get more resources and energy in investment of high-quality tourism English talents cultivation, and build a community of destiny with vocational colleges.

6.3.2 Establish Mechanisms for Restraining and Supervising the Tourism Talents Cultivation

The supervision and management departments of local governments should perform their duties, actively promote fair exchanges and cooperation between tourism enterprises and vocational colleges, balance the interests of all parties in the integration and training of tourism English talents, and take their social responsibilities. They should ensure the integration of industry and education, the local government, foreign tourism enterprises, and vocational colleges, each performing their respective duties an jointly promoting the reform of the vocational education talent training model. It needs to strengthen education mechanism of college-enterprise cooperation, and cultivate high-quality tourism English talents meeting needs of industrial development.

7. Conclusion

From the perspective of stakeholders, the basic model of tourism English talents cultivation based on industry and education integration should be involved all parties in stakeholders and consider the actual needs of the tourism industry. It is proposed to actively encourage local governments, tourism enterprises and colleges to cooperate and seek common interests, so as to jointly cultivate high-quality foreign tourism talents, meeting the needs of industry development. In addition, in terms of the concept of cultivating talents, it should strengthen the leading position and role of enterprises, encourage foreign tourism enterprises to actively participate in cultivation process and carry out substantive cooperation with vocational colleges, investing more resources and energy in tourism talents training.

For tourism industry, it is crucial to establish a model of cultivating tourism English talents based on the integration of industry and education, and only combined vocational education development with the actual needs of the transformation and upgrading of the tourism industry can we promote English talent cultivation in vocational tourism and ensure sustainable, healthy and stable development of China's tourism industry.

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