

Students Majoring in Tourism Management in Applied Universities in the 21st Century Countermeasures for Cultivating Innovation and Entrepreneurship Capabilities



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Abstract: This article starts from the innovation and entrepreneurship ability of students majoring in tourism management in applied universities in the 21st century, and analyzes the tourism management and innovation and entrepreneurship abilities of applied universities and the general training model of innovation and entrepreneurship ability of students majoring in tourism management. The requirements and measures for cultivating the innovation and entrepreneurship abilities of students majoring in tourism management in applied universities in the 21st century are thus found. Relatively reasonable responses such as constructing and improving professional curriculum, updating professional curriculum content, focusing on the implementation of practical teaching, integrating theory and practice, building a mass entrepreneurship and innovation faculty team, deeply exploring educational resources, increasing government support, and establishing and improving incentive mechanisms are proposed. It further explains the importance of innovation and entrepreneurship ability in the training process of tourism management students in colleges and universities in the 21st century.

Keywords: applied universities; tourism management major; students; innovation and entrepreneurship capabilities; model; countermeasures

The rapid development of tourism has prompted many regions to optimize the structure of tourism and promote the development of tourism and related products, thereby promoting the improvement of economic levels. As the mainstay of the future development of the tourism industry, students majoring in tourism management in colleges and universities must constantly adapt to the changing trends of the tourism industry in the 21st century, establish a sense of innovation in their professional studies, and strive to improve their entrepreneurial capabilities. However, there are still many obstacles in cultivating the innovation and entrepreneurship abilities of tourism management students in some applied universities, and corresponding countermeasures must be taken to solve them.

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1. Tourism Management and Innovation and Entrepreneurship Capabilities in Applied Universities

1.1 Requirements for cultivating innovative and entrepreneurial abilities of students majoring in tourism management

Students majoring in tourism management in applied universities should possess “three abilities”: First, social practice ability. If students only focus on the theoretical knowledge learned during school and lack practice, it will be difficult to better improve social cognition. Therefore, students majoring in tourism management should closely connect with reality according to their professional nature, perfectly combine theory and practice, enhance their innovation and entrepreneurship capabilities, and thus highlight their self-worth. Second, innovation ability. The spirit of innovation is an essential quality for students. Only in this way will they not be

complacent in the process of entrepreneurship, and innovation will be possible. Therefore, this requires students to focus more on their majors, constantly combine their majors with current social reality, form a convergence of thinking, improve their logical abilities (Ke, 2021), and come up with creative ideas question. Third, interpersonal skills. Students need to participate in social activities and interact with each other during entrepreneurial practice, and gain experience through communication with fellow entrepreneurs and outstanding seniors. Fourth, teamwork ability. Students majoring in tourism management must pay attention to teamwork in order to form strong team cohesion.

1.2 The importance of innovation and entrepreneurship capabilities to talent cultivation for students majoring in tourism management

The ability of innovation and entrepreneurship is of great significance to tourism management students in applied universities. Its importance is mainly reflected in: First, it can cultivate more innovative tourism management talents for the industry. In the 21st century, various industries have an urgent need for innovative professionals, and the tourism industry is no exception. Students majoring in tourism management must keep up with the pulse of the development of the times and understand the importance of having innovative and entrepreneurial abilities. Second, it can alleviate the employment pressure of students majoring in tourism management and meet the needs of the talent resource market in the tourism industry. Application-oriented colleges and universities must take the initiative to assume the major responsibility of cultivating talents, and actively improve students' innovation and entrepreneurship capabilities in order to promote economic and social transformation. Third, complete the training objectives of tourism management major. Education in the tourism management major under traditional concepts is mostly conducted on the premise that students can successfully graduate and find employment. This limits students' development to a great extent. Application-oriented colleges and universities should broaden the development path of students by cultivating the innovative and entrepreneurial abilities of students majoring in tourism management, so as to achieve the training goals of this major, and at the same time create favorable conditions for the all-round development of

students in this major in the future.

2. Main Models for Cultivating Innovative and Entrepreneurial Abilities of Students Majoring in Tourism Management in Applied Universities in the 21st Century

2.1 Step-by-step training model

The cultivation of innovative and entrepreneurial abilities of students majoring in tourism management in applied universities in the 21st century also faces a series of problems. In order to achieve a seamless connection between professional education and social needs and to truly implement innovation and entrepreneurship education, some application-oriented universities have developed a step-by-step model for talent training. They proceed one by one around the three stages of "cognition", "practice" and "incubation": first, to help tourism management students form a basic understanding of innovation and entrepreneurship, build a relevant knowledge system, and lay a foundation for students' subsequent ability improvement; second, to help students after realizing the transformation from cognition to perception, teachers combined the characteristics of the school's tourism management major courses to teach students relevant skills in innovation and entrepreneurship through knowledge introduction, simulation training, etc., and built "three industries (industry, profession, innovation and entrepreneurship)" The integrated curriculum system (Lin et al., 2017) further consolidates students' comprehensive abilities; thirdly, through cognition and practice, teachers began to gradually guide students to participate in various innovation and entrepreneurship competitions to obtain results, and provide Students create an entrepreneurial virtual workplace platform to incubate the innovation and entrepreneurship of certain enterprises, and gradually achieve the goal of progressive training of students from junior to advanced levels.

2.2 One body and two wings training model

This model is mainly aimed at management of students with innovative and entrepreneurial awareness, and can be applied to students majoring in tourism management. "One body" refers to universities that play the role of innovation and entrepreneurship education, and "two wings" represent breakthroughs (Dong, 2011). First,

regarding surface coverage. Application-oriented colleges and universities have planned to cultivate students' awareness of innovation and entrepreneurship, and stimulate students' awareness by carrying out innovative and positive innovation and entrepreneurship competitions, and penetrate them into students' daily learning to enhance their subjective initiative. Secondly, about the issue of point breakthrough. Point refers to key points and details. Teachers majoring in tourism management in colleges and universities should provide targeted guidance to students on the difficulties they encounter in the process of entrepreneurship, clarify their work priorities, help students remove obstacles on the road to innovation and entrepreneurship, and improve the quality of teaching.

2.3 Teaching competition innovative training model

The "teaching" in "teaching, competition and innovation" refers to traditional theoretical teaching, "competition" refers to the technical skills competition based on various majors, and "creation" refers to the improvement of the two stages of "teaching" and "competition", that is, entrepreneurship and employment education work (Li, 2020). The tourism management major in applied universities in the 21st century actively uses this model in cultivating students' innovation and entrepreneurship abilities, aiming to comprehensively improve students' comprehensive abilities. The specific measures include: First, the theoretical teaching is updated. In order to help students consolidate the relevant theoretical knowledge of the tourism management major, teachers pay more attention to teaching innovation, with the purpose of giving full play to the main role of students. At the same time, teaching uses online platforms to give full play to teachers' teaching and mentoring functions. Secondly, actively carry out technical skills competition activities. Provide students with various relevant competition platforms, encourage students with solid theoretical foundation to actively participate in various skills competitions, deepen educational achievements, improve students' enthusiasm and initiative for innovation and entrepreneurship, and achieve a deep integration of "teaching" and "competition". Build a virtuous cycle. Third, during the classroom teaching process, students should consciously and purposefully

cultivate their innovative and entrepreneurial abilities in response to market needs. College teachers should proactively integrate the concept of innovation and entrepreneurship into teaching, pay attention to the demand for student talents in the job market, and carry out teaching work in a market-oriented manner to promote a closer fit with students' innovation and entrepreneurship, so that students can quickly adapt to society, increase students' employment opportunities and improve the employment rate of students in this major.

3. Problems Existing in Cultivating Innovation and Entrepreneurship Abilities of Tourism Management Students in Applied Universities in the 21st Century

3.1 Target positioning is inconsistent with market development

There is a good goal positioning in teaching, which is to ensure that students adapt to the needs of social development and industrial changes, and to better improve students' innovation and entrepreneurship abilities. However, in the traditional training system for tourism management majors, most of them focus on cultivating talents who have solid professional knowledge of tourism management and are competent in business management and market demand related to the tourism industry. However, the cultivation of students' innovative and entrepreneurial abilities is ignored. When students graduate, they often choose to work in travel agencies or hotel-related administrative positions, but these are not well connected with the latest development trends in the tourism industry and are not in sync with market development.

3.2 The construction of curriculum majors needs to be improved

In the future education of tourism management majors in applied universities, professional courses will be reasonably set up in the general direction of strengthening students' innovation and entrepreneurship abilities, so that students can learn more about the relevant knowledge and skills of tourism management majors, so as to have good professional abilities. Gain a foothold in the fierce market competition. The construction and establishment of curriculum majors is an indispensable part of cultivating innovative and entrepreneurial talents. However, judging from the

actual situation, the curriculum of some colleges and universities is mostly focused on the theoretical knowledge of the majors studied by students, and there is a lack of courses related to innovation and entrepreneurship education (such as marketing, management, etc.).

3.3 Insufficient connection between theory and practice

In the context of the new normal of economic development in the 21st century, students majoring in tourism management in applied universities will organically integrate professional education, practical education, and innovation and entrepreneurship education to ensure the ingenious connection between theory and practice, making students in this major more closely related to the development of the tourism industry. adapt. However, the innovation and entrepreneurship education in many applied universities is only simple employment guidance and ignores the importance of practical activities. The school-enterprise cooperation and the integration of industry and education in some applied universities are only superficial, failing to understand the development of the tourism market in depth, and have not increased in-depth teaching of the tourism industry, enterprises and institutions, and the tourism industry, resulting in the lack of entrepreneurship in education work. Marginalized (Qiu, 2019).

3.4 Lack of educational teams and resources

In terms of cultivating the innovative and entrepreneurial abilities of tourism management students in applied universities, both educational resources and teachers are indispensable guarantees. However, due to limited conditions, traditional teaching, teaching equipment, resources and geographical location, some colleges and universities have a weak team of professional teachers and a single personnel structure, and are unable to play a normal role in overall planning. When educating students majoring in tourism management, many teachers also attach great importance to teaching theoretical knowledge. In addition, some teachers lack experience in innovation and entrepreneurship. The relevant content in teaching is often brushed aside, and there is even a perfunctory attitude, resulting in a lack of guidance in the teaching content. and appeal, reducing innovation and entrepreneurship to "sitting and talking" (Liu, 2018).

4. Countermeasures for Cultivating Innovative and Entrepreneurial Abilities of Students Majoring in Tourism Management in Applied Universities in the 21st Century

4.1 Timely adjust talent training goals and build and improve education models

In the context of the 21st century, the tourism management major in applied universities should timely adjust and formulate clearer talent training goals and build a more complete education model. First, we must be good at using the Internet and big data platforms to improve the current innovative and entrepreneurial talent training program. Application-oriented colleges and universities often invite outstanding student representatives who have successfully started businesses in the past to give lectures on campus, or use the campus's official Weibo account, WeChat official account, Douyin short video, etc. to broadcast excellent entrepreneurial experience sharing videos to attract more tourism management students. Feel the entrepreneurial experience of predecessors, consolidate the achievements of innovation and entrepreneurship, and then achieve new breakthroughs. Second, it is necessary to change students' perception of innovation and entrepreneurship capabilities, learn more advanced entrepreneurial knowledge, and continuously improve the level of innovation and entrepreneurship. Third, applied universities should formulate corresponding education plans around factors related to cultivating students' innovation and entrepreneurship abilities. In carrying out professional education, we should continue to take measures that are combined with reality to enhance students' adaptability and innovation awareness in the context of the new era; at the same time, students should also be urged to enhance their practical operational abilities, communication and expression skills related to the tourism major. , cooperation ability and other abilities.

4.2 Improve professional curriculum settings and update professional course content

The core of cultivating the innovative and entrepreneurial abilities of students majoring in tourism management in applied colleges and universities in the 21st century is the professional curriculum and content. Colleges and universities must change their ideological concepts, improve the

current curriculum, update and enrich course content, and fundamentally promote the cultivation of students' innovative and entrepreneurial abilities. The curriculum is refined based on different job groups, and courses are set according to the development prospects, work tasks and responsibilities of different positions. For example, positions such as tourism consultants and tourism research have become emerging employment positions in this major in the 21st century. Applied universities can adjust the existing curriculum for such positions, and can add "Tourism Marketing", "Tourism Psychology" and "Tourism History", etc., so that students' comprehensive abilities can be comprehensively improved (Bao & Xu, 2018). Due to the rapid development of the economic market, the requirements for students' innovation and entrepreneurship abilities are also changing, and we know that the requirements are higher. Therefore, course content must be updated in a timely manner.

4.3 Pay attention to the implementation of practice and teaching, and achieve the combination of theory and practice

Practice is essential for students majoring in tourism management in universities (especially applied universities), but without theoretical guidance, everything is in vain. Therefore, in the teaching process of applied universities, it is necessary to combine theory and practice in teaching in order to improve students' innovation and entrepreneurship abilities. In addition, application-oriented universities should actively integrate excellent resources and integrate innovation and entrepreneurship education into the entire process of professional education during on-campus practical activities.

4.4 Build a mass entrepreneurship and innovation teaching team and comprehensively integrate educational resources

Teaching staff and educational resources are two important guarantees for cultivating the innovation and entrepreneurship abilities of tourism management students in applied universities in the 21st century. Tourism management major has strong practicality and application, and the comprehensive ability of teachers will directly affect the quality of education. Colleges and universities can invite tourism industry experts, entrepreneurial consultants, managers, etc. to give lectures and answer questions

in a targeted manner for students in this major. In order to enhance the practical experience of teachers in this major, application-oriented universities can, if conditions permit, arrange for teachers to go deep into relevant enterprises for temporary training every year and carry out in-depth social practice activities. Improve the school's supporting tour guide training room and build a virtual simulation laboratory to provide support for teaching work. Tourism management is a cross-professional comprehensive course that can actively integrate business management, financial economics, etc. in school (He, 2017);

4.5 Strive for government support and improve the incentive mechanism

Cultivation of students' innovative and entrepreneurial abilities cannot be done behind closed doors within universities, nor can it be accomplished overnight. Rather, it requires multiple supports (especially support from local governments and education authorities). Because in the process of students' innovation and entrepreneurship, local government departments and education authorities need to jointly provide strong guarantees. The education authorities should give full play to their functional role, tilt their policies towards innovative and entrepreneurial students, and provide students with entrepreneurial funding (Huang, 2018). Relevant departments can also arrange appropriate fees for school-enterprise cooperation in tourism management majors in applied universities to ensure the smooth progress of students' innovation and entrepreneurship ability training. In addition, the local education department can also join forces with social enterprises to provide entrepreneurial funds for graduates of tourism management majors in applied universities, and regularly hold relevant innovation and entrepreneurship counseling activities to strengthen students' awareness of innovation and entrepreneurship and urge them to achieve innovation and entrepreneurship (Gao, 2018). In addition, a complete incentive system must be established to implement the training of students' innovation and entrepreneurship abilities. Colleges and universities should build relevant mechanisms based on strategic planning, professional student distribution, teacher team and other factors. At the teacher level, methods such as extra points and excellence evaluation can be adopted to stimulate

teachers' initiative; at the student level, various forms such as increased credits, scholarships, and grants can be adopted. Provide encouragement and stimulate students' enthusiasm for innovation and entrepreneurship.

5. Conclusion

In short, innovation is the driving force for social development and the key to the sustainable and stable development of universities. Entrepreneurship is an act to improve people's livelihood and also a way to reduce students' employment pressure. Through this survey, it is of great significance for application-oriented universities in the 21st century to cultivate the innovation and entrepreneurship abilities of tourism management students, which should focus on education models, curriculum, practical teaching, teaching staff, teaching resources, government support, incentive systems, innovation and entrepreneurship. Adopt corresponding strategies in terms of professional talent training and other aspects.

Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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