

Exploration of Training culinary talents in Higher vocational colleges under the background of "Cantonese Cuisine Chef Project"

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Abstract: The implementation of the "Guangdong Cuisine Master" project in Guangdong Province has promoted the development of school-enterprise cooperation in the integration of production and education in higher vocational culinary majors, and the integration of production and education, as well as school-enterprise collaborative education, have become the main direction of the reform and development of the talent cultivation model for higher vocational culinary majors. Through the establishment of an industrial college, the construction of a community of shared destiny between schools and enterprises, the implementation of modern apprenticeship, and the joint construction, management, win-win cooperation, and benefit sharing between schools and enterprises, truly enabling "enterprises to obtain talents, students to obtain skills, and schools to develop", achieving a win-win situation among schools, enterprises, and students.

1 INTRODUCTION

In order to implement the rural revitalization strategy, at the Guangdong Provincial Rural Revitalization Work Conference held in April 2018, the Guangdong Provincial Party Committee advocated the deployment of a rural benefit project - the "Guangdong Cuisine Master" project, taking the implementation of the "Guangdong Cuisine Master" project as an important measure to promote the rural revitalization strategy. In August 2018, the Department of Human Resources and Social Security of Guangdong Province issued the Implementation Plan for the "Guangdong Cuisine Master" Project in Guangdong Province, which requires a combination of vocational training and schooling education to improve the cultivation ability and quality of Cantonese cuisine skilled talents. Give full play to the dual main role of universities and enterprises, and increase efforts to jointly cultivate Cantonese cuisine teachers through the dual system of schools and enterprises [1]. The promulgation of this plan has pointed out the direction for the cultivation of culinary technology and nutrition professionals in higher vocational colleges, and promoted the development of school-enterprise cooperation in the integration of production and education in higher vocational culinary majors.

2 THE MAIN PROBLEMS IN SCHOOL-ENTERPRISE COOPERATION IN THE INTEGRATION OF INDUSTRY AND EDUCATION

2.1 Insufficient motivation for enterprises to participate in running schools

Due to the fact that enterprises take profit as their development goal, while running education cannot take profit as its purpose. The difference in development goals between enterprises and vocational colleges leads to insufficient motivation for enterprises to participate in running schools. Many catering enterprises lack a sense of education subject, believing that the task of educating people lies in schools, while enterprises only manage the employment of people, and there is no need to participate in the education process.

2.2 Inadequate fit between professional chain and industrial chain

As the supply side of culinary talents, culinary majors in higher vocational colleges cultivate talents with excess theory and insufficient operation. The catering industry, as the demand side of talents, requires talents with relatively skilled operational skills, and the supply and demand of talents cannot fully match in terms of quality and level.

2.3 The two-way flow of personnel between schools and enterprises is not smooth

Most of the teaching staff in vocational colleges come from college graduates, and there is a widespread problem of insufficient practical experience. In particular, the shortage of "double qualified" teachers with strong practical abilities and teaching teams with a double qualified structure in enterprises has become a major issue in the reform and development of vocational education.

3 THE DEVELOPMENT PROCESS OF INDUSTRY-EDUCATION INTEGRATION AND SCHOOL-ENTERPRISE COOPERATION

3.1 Proposed integration of industry and education

The integration of industry and education is a key and difficult point in the reform of the system and mechanism in the field of vocational education. The integration of industry and education was first proposed by the Vocational Education Law of the People's Republic of China (1996), stipulating that vocational schools and vocational training institutions should implement the integration of industry and education in order to serve the economic construction of the region. Since then, the National Medium and Long Term Education Reform and Development Plan (2010-2020), the Construction Plan for the Modern Vocational Education System (2014-2020), the Several Opinions on Deepening the Integration of Industry and Education, the National Vocational Education Reform Implementation Plan, the Action Plan for Improving the Quality and Excellence of Vocational Education (2020-2023), and the Vocational Education Law (revised) have gradually improved the system of industry and education integration. It has greatly promoted the development of industrial and educational integration and school-enterprise cooperation in vocational colleges.

3.2 The development process of integration of industry and education

3.2.1 In the 1.0 era of school-enterprise cooperation, the work-study integration stage mainly takes the form of internship and part-time study

Since its inception in 2010, the Culinary Technology and Nutrition Major of Heyuan Vocational and Technical College has attached great importance to school-enterprise cooperation. It has signed school-enterprise cooperation agreements with enterprises such as Heyuan Ajutu Restaurant, Xiangfeng International Hotel, Dongguan Jiahua International Hotel, and other enterprises. The early cooperation mainly adopted a work-study talent cultivation mode of internship and part-time study. Both schools and

enterprises have signed a "work study combination" school-enterprise joint education agreement. Both schools and enterprises have formulated professional teaching plans for job placement and part-time study, and established and improved a work study management system for job placement and part-time study. At this stage, school-enterprise cooperation focuses on schools, and through job placement in enterprises, students' operational skills have been effectively improved [2].

3.2.2 In the 2.0 era of school-enterprise cooperation, the in-depth cooperation stage between schools and enterprises mainly takes the form of order classes

The culinary technology and nutrition specialty of Heyuan Vocational and Technical College has cooperated with enterprises such as Ajutu Restaurant to launch order classes. The school and enterprise have conducted deeper cooperation, and enterprises participate in the entire process of talent cultivation. School-enterprise cooperation includes 7 aspects: 1. Schools and enterprises jointly formulate talent training programs; 2. Systematically design a teaching mode of "internship, part-time work and part-time study"; 3. Joint development of courses and textbooks; 4. Enterprises establish scholarships to subsidize students; 5. Students receive corporate culture education in advance; 6. The school and enterprise jointly establish a teaching team; The school provides technical services and employee training for enterprises.

At this stage, the enthusiasm of enterprises to participate in school-enterprise cooperation has greatly improved, and enterprises have begun to fully participate in talent cultivation.

3.2.3 In the 3.0 era of school-enterprise cooperation, the modern apprenticeship system is the main form of school-enterprise dual owner sports stage

In 2014, the Ministry of Education issued the "Opinions on Carrying out the Pilot Work of Modern Apprenticeship System". Thereafter, the Ministry of Education selected three batches of modern apprenticeship pilot units in 2015, 2017, and 2018 [3]. The modern apprenticeship system is a new talent cultivation mode with enterprises as the main body and integration of industry and education. The main connotation of the modern apprenticeship system is that the master leads the apprentice, and the culinary technology and nutrition majors attach great importance to hands-on operation skills. Therefore, the modern apprenticeship system is very suitable for cultivating culinary talents [4]. The modern apprenticeship system for culinary majors mainly has the following characteristics.

The first characteristic is the integration of enrollment and recruitment

Schools and enterprises jointly formulate a work plan for enrollment and recruitment, clarifying various requirements for enrollment and recruitment. In order to fully protect the rights and interests of students, the

school, enterprise, and students have signed a modern apprenticeship agreement, clarifying the responsibilities and rights of the three parties, and clarifying the direction and objectives for students to study in the enterprise in the next step. After a student is admitted, the enterprise provides work clothes, holiday benefits, and purchases commercial insurance and social security for the apprentices. Upon admission, the student has a dual identity, on the one hand as a student in school, and on the other hand as an employee of the enterprise.

The second characteristic is the joint establishment of a modern apprenticeship school-enterprise cooperation mechanism, in which both schools and enterprises collaborate to educate people in the five stages of basic school learning - corporate cognitive experience - school professional learning - corporate job training - corporate job practice, realizing the integration of industrial apprenticeship training subjects, industry and education, teacher integration, and cultural integration.

At this stage, as the dual main body of talent cultivation, schools and enterprises bear more responsibilities and obligations for educating people than in the 2.0 stage.

3.2.4 The 4.0 Era of School-Enterprise Cooperation: The Stage of School-Enterprise Community of Destiny with Industrial Colleges as the Main Form

The National Vocational Education Reform Implementation Plan issued in 2019 and the Opinions of the Ministry of Education and the Ministry of Finance on the Implementation of the Plan for the Construction of High Level Vocational Schools and Specialities with Chinese Characteristics [6] clearly state that "we should promote the formation of a community of shared destiny for vocational schools and industry enterprises". Industrial colleges are the main manifestation of a community of shared future between schools and enterprises. Industrial colleges are a platform for industry-university-research cooperation and education established by vocational colleges in cooperation with the local governments and enterprises where relevant industries are located [7].

In October 2020, Guangdong Ketianxia Industry Co., Ltd. and Guangdong Wanlu Lake Tourism Operation Management Co., Ltd. became Guangdong Province's industry-education integration enterprises, and the school enterprises embarked on the development path of industry-education integration. In January 2021, Heyuan Vocational and Technical College cooperated with Guangdong Hongke Industrial Group Co., Ltd., Heyuan Chunmuyuan Tourism Culture Co., Ltd., and Guangdong Wanlu Lake Tourism Management Co., Ltd. to establish Hongke Group Cultural and Tourism Innovation College, Chunmuyuan Modern Service Industry College, and Wanlu Lake Cultural and Tourism Industry College, respectively, to jointly create a community of shared future for the school and enterprise. It can mobilize the enthusiasm of enterprises to participate in running schools, promote the comprehensive integration of structural elements on the supply side and the industry

demand side of talent cultivation, and make enterprises become the leading force in industry-education integration and school-enterprise cooperation.

4 THE EFFECT OF INTEGRATING PRODUCTION AND EDUCATION WITH SCHOOL-ENTERPRISE DUAL CULTIVATION OF HIGHER VOCATIONAL CULINARY PROFESSIONALS

4.1 Exploring the mechanism of industry-education integration and collaborative education between schools and enterprises, forming a win-win situation for schools, enterprises, and students

Through the dual ownership of sports personnel by schools and enterprises, the integration of industrial apprenticeship training subjects, industry and education, teacher integration, and cultural integration can be achieved, so as to explore a path for the construction of a collaborative education mechanism for industry and education integration between schools and enterprises. Through the integration of industry and education, the problem of "difficult recruitment and insufficient human resources" has been solved, and the enterprise has obtained sufficient and sustained talent reserves; The quality of talent cultivation has been significantly improved, and students' practical and innovative abilities have been effectively improved. The technological growth cycle of students is shortened by half a year compared to that of ordinary class students. The ability to combine theory and practice has been significantly enhanced, and professional technology is more solid. It has strengthened the faculty of practical teaching in schools and improved their practical abilities. To truly enable enterprises to obtain talents, students to obtain skills, and schools to develop, achieving a win-win situation for schools, enterprises, and students.

4.2 Establish a modern apprenticeship policy guarantee system

The pilot unit has signed a school-enterprise dual master sportsman agreement to cooperate in five aspects: enrollment and recruitment integration, training base construction, post curriculum development, dual mentor team construction, and apprenticeship training and evaluation. It cooperates in educating people in five stages, including basic school learning, enterprise cognitive experience, school professional learning, enterprise job training, and enterprise job practice, to achieve the integration of industrial apprenticeship training subjects, industry and education, and teacher integration, cultural fusion.

The school has successively issued a series of documents such as the "Implementation Measures for Modern Apprenticeship Teaching Management of Heyuan Vocational and Technical College", and a series

of documents such as the "Modern Apprenticeship Tutor Training Management System", which has laid a reliable foundation and guarantee for the full implementation of the normalization of the modern apprenticeship education model.

4.3 Created a "four common, closed-loop optimization" dual mentor teacher team operation mode

In order to improve the quality of running a school for dual major sports personnel, both schools and enterprises jointly select school teachers and corporate masters, jointly cultivate a dual mentor teaching team, jointly manage and assess the teaching team, and jointly develop a management dual mentor management system. The school employs 14 students from the Guest World and 7 students from the Wanlu Lake Scenic Area as modern apprenticeship tutors and part-time teachers. The enterprise employs 13 teachers from the school as enterprise mentors to help the Guest World and the Wanlu Lake Scenic Area carry out apprenticeship tutors and internal enterprise training.

5 EPILOGUE

The implementation of the "Guangdong Cuisine Master" project in Guangdong Province has promoted the development of school-enterprise cooperation in the integration of production and teaching of culinary majors in higher vocational colleges. Through the establishment of an industrial college, the establishment of a community of shared destiny between schools and enterprises, the implementation of modern apprenticeship, joint construction, joint management, win-win development, and benefit sharing between schools and enterprises, truly enabling "enterprises to obtain talents, students to obtain skills, and schools to develop", It has achieved the goal of integrating production with education, and cultivating culinary professionals through the dual integration of school and enterprise.

Fund Project

1.The 2021 Guangdong Higher Vocational Education Teaching Reform Research and Practice Project, Research and Practice on the Integration of Production and Education with School Enterprise Dual Cultivation of Higher Vocational Cooking Professionals under the Background of the "Guangdong Cuisine Master Project" (Project No.: GDJG2021333); 2.The Education and Teaching Reform Project of the Tourism Major Teaching Steering Committee of Guangdong Higher Vocational Colleges in 2021, "Research on the path of industry-education integration and school-enterprise collaborative cultivation of higher vocational culinary professionals in the context of the Hakka Cuisine Master Project" (Project No.: 2021ly54); 3.Research on the Innovation and Path Optimization of Hakka Cuisine Master Project Mechanism under the Background of Rural Revitalization Strategy, a Characteristic Innovation

Project of Guangdong Provincial Universities in 2020 (Project No.: 2020WTSCX252).

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