

Standardized Application of Hakka Ingredients and Reform of Cooking Practical Teaching under the Background of Industry-Education Integration

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Abstract: Industry-education integration is an important approach to promote the in-depth reform of vocational education, align vocational education with industrial needs, and strengthen the training of skilled talents. Based on the background of industry-education integration, higher vocational colleges integrate Hakka ingredients into cooking practical teaching, enabling practical teaching to incorporate Hakka traditional culture and connect with actual job positions, which is in line with the trend of vocational education reform. Therefore, this paper discusses the necessity of the standardized application of Hakka ingredients and the reform of cooking practical teaching in combination with the concept of industry-education integration, and then elaborates on the core content, implementation paths and practical effects of the relevant reform work, aiming to promote the high-quality development of higher vocational cooking practical teaching.

Keywords: industry-education integration; Hakka ingredients; standardized application; cooking practice; higher vocational teaching reform

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1. Introduction

Hakka ingredients include characteristic categories such as Hakka glutinous rice, Hakka tofu, Hakka preserved pork, Ai vegetables and Hakka preserved vegetables. They are a concrete manifestation of Hakka dietary traditions and an important carrier of regional culture. The characteristic categories and quality characteristics of Hakka ingredients determine the unique flavor of Hakka dishes. However, at present, the application of Hakka ingredients faces problems such as lack of standardization, inconsistent specifications and uneven quality, which not only reduce the stability of Hakka dishes' quality but also restrict industrial development. As the main position for cultivating skilled Hakka cooking talents, higher vocational cooking majors need to address the pain points in the development of the Hakka catering industry, promote the reform of cooking practical teaching, integrate the standardized application of Hakka ingredients into daily teaching, and

form a cooking practical teaching system with local characteristics.

2. Necessity of standardized application of hakka ingredients and reform of cooking practical teaching under the background of industry-education integration

2.1. Solving pain points of the hakka catering industry and promoting industrial standardization upgrade

The lack of a unified standardization system for Hakka ingredients and the reliance of traditional Hakka cooking on chefs' personal experience are key issues to be addressed in the development of the Hakka catering industry. Based on the concept of industry-education integration, higher vocational colleges' realization of the standardized application of Hakka ingredients in cooking practical teaching is an important attempt to promote the standardized development of the Hakka catering industry and improve the stability of Hakka dishes' quality^[1]. Higher vocational colleges can jointly formulate ingredient standardization specifications with enterprises and then develop cooking practical teaching courses based on these specifications. In this way, it can not only provide enterprises with standardized ingredient application schemes but also offer necessary talent support for the standardized application of Hakka ingredients. The standardized application of Hakka ingredients and the reform of cooking practical teaching help the Hakka catering industry transform from "experience-based" to "standardized and normalized", and effectively promote industrial standardization upgrade^[2].

2.2. Deepening the reform of higher vocational cooking practice and improving talent training quality

The quality of practical teaching directly determines the effectiveness of talent training and occupies a core position in higher vocational cooking majors. However, the current higher vocational cooking practical teaching has obvious shortcomings, such as the lack of standardized application of ingredients and traditional methods of ingredient selection and processing. The standardized application of ingredients and the reform of cooking practical teaching are key measures to deepen the reform of higher vocational cooking practice, solve the above problems, and help improve talent training quality. Higher vocational colleges can rely on the industry-education integration model to integrate the standardized application of Hakka ingredients into practical teaching, realize the reform of teaching content and methods, and make up for the shortcomings of practical teaching^[3].

2.3. Inheriting hakka cooking skills and realizing the integration and innovation of tradition and modernity

Hakka cooking skills are an important part of Hakka culture. Higher vocational colleges' promotion of the standardized application of Hakka ingredients and the reform of cooking practical teaching provide enterprises with standardized application schemes for Hakka ingredients and outstanding talents who master the standardized application methods and processes of Hakka ingredients, which helps inherit Hakka cooking skills and promote the integration and innovation of tradition and modernity. This is a novel development model formed based on industry-education integration. On the premise of affirming and inheriting traditional cooking skills, it uses modern standardized concepts and technologies to standardize and innovate the application methods and processes of Hakka ingredients. Integrating it into the reform of cooking practical teaching can promote "standardization of traditional skills and innovation of standardized skills", and provide scheme and talent support for the living inheritance of Hakka cooking skills^[4].

3. Core content of standardized application of hakka ingredients and reform of cooking practical teaching under the background of industry-education integration

3.1. School-enterprise collaboration to build a standardization system for hakka ingredients

3.1.1. Clarifying the scope and indicators of hakka ingredients standardization

This requires higher vocational colleges to cooperate with local Hakka catering enterprises, ingredient suppliers and industry associations to analyze the commonly used ingredients in Hakka cooking, and sort out the selection, use and storage standards for different ingredients, such as origin, specifications, quality requirements, selection criteria, processing processes and storage conditions ^[5].

3.1.2. Formulating standardized application specifications for ingredients

Higher vocational colleges need to analyze the dosage standards, processing methods and cooking adaptability of different Hakka ingredients in dishes in combination with the cooking characteristics of Hakka dishes and the operational requirements of relevant positions, and then sort out and summarize this information to formulate standardized application specifications for ingredients. Taking the ingredients of Hakka stuffed tofu as an example, it is necessary to clarify the size of tofu pieces, the ratio of meat filling, the stuffing method, etc., to form clear standardized application specifications for ingredients ^[6].

3.1.3. Improving the standardized testing mechanism for ingredients

Higher vocational colleges can jointly establish a standardized testing mechanism for Hakka ingredients with enterprises and industry associations, clarify testing indicators, methods and standards, and conduct strict testing on the quality, hygiene and specifications of ingredients used in practical training.

3.2. Based on job positions to optimize the practical teaching content system

3.2.1. Standardized basic practical training content

The standardization of basic practical training content refers to integrating the standards for ingredient selection, processing, storage and use into practical training content, cultivating students' standardized operation habits and strengthening their basic skills.

3.2.2. Practical training content integrating traditional skills and standardization

Practical training content needs to focus on classic Hakka dishes, combine traditional Hakka cooking skills with the standardized application of ingredients, and carry out targeted practical training ^[7-8].

3.2.3. On-the-job practical training content

Practical training content should be connected with actual job positions and integrated with real job scenarios. For example, the skill requirements of enterprise ingredient standardization positions (such as ingredient procurement positions, ingredient processing positions, cooking operation positions and quality inspection positions) are transformed into practical training content ^[9].

3.2.4. Innovative and expansive practical training content

“Innovation and expansion” refers to enriching practical training content in combination with modern catering consumption needs on the basis of inheriting traditional skills, such as setting learning tasks such as standardized development of Hakka pre-made dishes, flavor improvement and category innovation of Hakka dishes.

3.3. Innovating models to build an industry-education collaborative practical training system

Higher vocational colleges need to combine the concept of industry-education integration to build a diversified

practical training model of “on-campus practical training + enterprise practical training + project-driven + competition empowerment”, making the practical training system highlight industry-education collaboration^[10].

- (1) On-campus practical training: Introduce the standardized system and application specifications of Hakka ingredients jointly formulated by schools and enterprises, carry out on-campus simulated practical training, and improve the interest and effectiveness of practical teaching.
- (2) Enterprise internship training model: Co-build off-campus practical training bases with local Hakka catering enterprises and ingredient processing enterprises, and organize students to carry out internship training in enterprises.
- (3) Project-driven practical training model: Take real enterprise production projects and innovation projects as carriers to carry out project-driven practical training, and promote the implementation of the standardized application of Hakka ingredients in practical training courses.
- (4) Competition-empowered practical training model: Organize on-campus Hakka ingredient standardized cooking skills competitions in combination with curriculum practical training content and industry needs, and set up competition links such as standardized processing of ingredients and standardized cooking.

4. Implementation paths of standardized application of hakka ingredients and reform of cooking practical teaching under the background of industry-education integration

4.1. Building a compound teaching team to strengthen practical teaching guidance

The teaching team is the core support for the reform of practical teaching. Therefore, higher vocational colleges should build a compound teaching team of “on-campus teachers + enterprise mentors” to improve teachers’ ability to integrate the standardized application of Hakka ingredients into practical teaching. For example, higher vocational colleges can organize cooking professional teachers to take temporary positions in Hakka catering enterprises and ingredient processing enterprises, participate in ingredient standardization management and dish research and development at the front line to improve their practical teaching guidance ability; adopt an enterprise mentor appointment mechanism to hire enterprise technical backbones and senior chefs with teaching ability as part-time teachers to adjust the structure of the teaching team. The cooperation between cooking professional teachers of higher vocational colleges and hired part-time teachers in carrying out practical teaching work can integrate the theoretical teaching advantages of on-campus teachers and the practical teaching advantages of part-time teachers, effectively improving the practical training effect^[11-12].

4.2. Improving the practical training guarantee system to consolidate the foundation for teaching reform

Teaching reform needs to be supported by an improved practical training guarantee system. Therefore, higher vocational colleges should strengthen teaching guarantees from three aspects: practical training base construction, practical training resource development and fund investment. First, higher vocational colleges attach importance to the construction of school-enterprise co-built practical training bases, set up standardized practical training areas for Hakka ingredients, ingredient testing practical training areas and virtual simulation practical training areas in the bases, and equip each area with complete standardized practical training equipment and tools; second, it is necessary to strengthen the development of standardized practical training resources, which mainly include practical training textbooks, practical training guidelines and teaching videos, which need to be completed jointly by schools and enterprises, integrating job skill requirements, standardized application methods and cases of Hakka ingredients; it is necessary to increase fund investment according to the actual situation of the school and the needs of practical teaching reform to ensure that various tasks such as practical training platform construction and practical training resource development can be carried out in an orderly manner^[13].

4.3. Optimizing the evaluation mechanism to strengthen the orientation of teaching reform

Higher vocational colleges should break the traditional evaluation model of “one exam determining lifelong outcomes” and build a practical training evaluation mechanism of “school-enterprise collaboration, process orientation and multi-dimensional evaluation”, so as to comprehensively evaluate the development of students’ ability in the standardized application of ingredients and provide a reliable basis for subsequent teaching activities. First, the evaluation mechanism emphasizes the diversification of evaluation subjects, requiring higher vocational colleges to build an evaluation subject system of “on-campus teachers + enterprise mentors + industry experts”. Different evaluation subjects assess the development of students’ ability in the standardized application of ingredients based on their own practical experience, which can enrich the perspective of practical teaching evaluation and improve the comprehensiveness and objectivity of teaching evaluation. Second, the evaluation mechanism attaches importance to the comprehensiveness of evaluation content, integrating evaluation indicators of different dimensions such as knowledge, skills and literacy. Finally, the evaluation mechanism focuses on the processization of evaluation methods, incorporating students’ performance in on-campus practical training, enterprise internship training, project research and development and competitions into the evaluation scope, which can help teachers gain a more comprehensive understanding of students’ learning situation ^[14-15].

4.4. Strengthening school-enterprise collaboration to build a long-term cooperation mechanism

The depth of industry-education integration largely determines the effectiveness of the reform of practical teaching. Therefore, in the process of promoting the standardized application of Hakka ingredients and the reform of cooking practical teaching based on the concept of industry-education integration, higher vocational colleges should continuously strengthen school-enterprise collaboration to promote the sharing of school-enterprise resources and complementary advantages. For example, higher vocational colleges can build a long-term cooperation mechanism of “school-enterprise collaborative talent training, collaborative research and development and collaborative development” to promote school-enterprise collaboration and integrate the advantages of both parties. The operation methods are as follows:

Co-building a collaborative talent training platform: Co-building an industry-education integration collaborative talent training platform with Hakka catering enterprises and industry associations, and clarifying the responsibilities and functions of the platform.

Carrying out collaborative research and development cooperation: Schools and enterprises jointly carry out research related to the standardization of Hakka ingredients, and transform the research and development results into enterprise standardized application schemes for Hakka ingredients and practical training teaching content.

Establishing a talent supply and demand mechanism: Establishing a long-term and stable talent supply and demand cooperation mechanism with enterprises. Enterprises put forward talent training requirements to schools according to job needs and guide colleges and universities to improve talent training programs.

5. Practical effects and reflections on teaching reform

5.1. Practical effects

The standardized application of Hakka ingredients and the reform of cooking practical teaching have achieved remarkable results in improving teaching quality, promoting students’ employment and driving industrial development.

- (1) The quality of practical teaching has been significantly improved, and talent training has been accurately aligned with enterprise job needs.
- (2) The standardized system for Hakka ingredients has been initially improved, helping industrial upgrading and development.
- (3) The depth of industry-education integration has been continuously deepened, and the school-enterprise collaborative talent training model has become increasingly improved.
- (4) Hakka cooking skills have been effectively inherited and innovated.

5.2. Existing problems and reflections

In the process of implementing the teaching reform, there are still some problems and deficiencies that need to be further optimized and improved:

- (1) The standardized system for Hakka ingredients still needs to be improved;
- (2) The depth of school-enterprise collaboration still needs to be strengthened;
- (3) The standardized teaching ability of the teaching team still needs to be improved;
- (4) The cultivation of students' innovative ability still needs to be strengthened.

6. Conclusion

In summary, researching the standardized application of Hakka ingredients and the reform of cooking practical teaching under the background of industry-education integration, strengthening the traditional culture protection function of cooking practical teaching, and improving the connection between cooking practical teaching and actual job positions are important measures for higher vocational colleges to enhance their social service capabilities. Higher vocational colleges can solve the pain points of the Hakka catering industry, deepen the reform of higher vocational cooking practice, and inherit Hakka cooking skills through the standardized application of Hakka ingredients and the reform of cooking practical teaching. In the future, higher vocational colleges should continue to deepen the concept of industry-education integration, take it as a guide to continuously improve the standardized system for Hakka ingredients, and optimize the cooking practical teaching model.

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