International Journal of Multidisciplinary Research and Publications
ISSN (Online): 2581-6187

Analysis of the Cultivation Path of Professional Competence for Students Majoring in Air Cabin Crew in Sichuan Vocational College of Culture and Communication

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Abstract— *This research aimed to 1) identify the primary challenges faced by vocational aviation flight attendant students during their practical training, 2) analyze the role of school-enterprise cooperation in enhancing students' professional competencies, and 3) provide targeted recommendations for optimizing the training pathways for aviation crew students in vocational colleges. The study involved a sample of 140 third-year Air Cabin Crew students from Sichuan Vocational College of Culture and Communication, selected from a total of 220 students in the first semester of 2024 using a random sampling technique. A questionnaire was employed to gather students' opinions, and the data were analyzed statistically using percentages. The findings revealed that vocational flight attendant students encounter several significant challenges during their internships. In terms of professional skills, they struggle with service-related competencies, including the precise execution of cabin services, effective communication with diverse passengers, and inadequate foreign language proficiency, particularly on international flights. Additionally, their emergency response capabilities are lacking; students often feel anxious and unprepared during unexpected situations such as mechanical failures or passenger medical emergencies, leading to difficulties in using onboard emergency equipment and executing procedures decisively. Psychologically, the high-pressure and irregular nature of the work contributes to fatigue and anxiety, while interpersonal relationship management poses further challenges requiring effective communication and collaboration with colleagues, captains, and passengers. The study also highlighted that school-enterprise cooperation significantly enhances students' professional development. By providing a realistic practical environment, enterprises facilitate the integration of theoretical knowledge with hands-on experience, helping students improve their professional skills and understand industry standards. Guidance from industry experts introduces current trends and service techniques, fostering professional ethics among students. Furthermore, such cooperation opens up additional internship and employment opportunities, thereby increasing students' competitiveness in the job market. To optimize the vocational training pathways for flight attendant majors in vocational colleges.*

Keywords— *Practical Training Experiences, School enterprise cooperation, Vocational Ability*.

I. INTRODUCTION

In recent years, the aviation industry has experienced significant growth and become an important mode of transportation worldwide (Kabra, 2024; IATA, 2024). With the continuous growth of passenger numbers, airlines are facing increasing pressure to improve service quality and maintain competitive advantages. This demand requires a team of highly skilled and professional crew members who can ensure passenger safety and comfort. Therefore, the role of flight attendants goes beyond traditional service responsibilities, including emergency response, medical assistance, and regulatory compliance. Recognizing these constantly changing demands, higher vocational education institutions have launched professional aviation service courses to cultivate industry talents. China's higher vocational education focuses on cultivating application-oriented and skilled professionals to meet industry demands (Tian, 2023). Higher vocational education institutions implement various educational strategies, such as industry education integration, cooperative education, and practical training, to equip students with the skills required for the workforce. Within this framework, the aviation service plan has become an important discipline aimed at training future flight attendants. This course integrates theoretical knowledge and practical operations, aiming to prepare students for the multifaceted challenges in the aviation industry. Against the backdrop of rapid development in the global aviation industry, the demand for high-quality and specialized flight attendants by airlines is becoming increasingly urgent (IATA, 2024). However, the professional development of aviation flight attendant students still faces many challenges.

Firstly, the problem of curriculum design being disconnected from actual needs still exists (McDermott, 2023). Although vocational colleges have invested a lot of resources in curriculum design, some course content is outdated and lacks updates, making it difficult to meet the practical needs of the modern aviation industry for flight attendants. In addition, the connection between courses is not close enough, making it

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difficult for students to systematically apply the knowledge they have learned to practical operations. Secondly, the lack of practical training and internship activities limits the improvement of students' practical abilities (Kabra, 2024). Due to limitations in school resources and external cooperation, many vocational colleges are unable to provide students with sufficient practical opportunities. Students have limited opportunities to interact with the real work environment during their school years, resulting in a lack of sufficient experience and adaptability when facing practical work. The inadequate training equipment and conditions also make it difficult for students to receive training in real-life environments, which affects the improvement of practical skills. Once again, the insufficient depth and breadth of school-enterprise cooperation have affected students' practical learning outcomes (Tian, 2023). Although many vocational colleges have established cooperative relationships with aviation enterprises, such cooperation often remains superficial and lacks in-depth interaction and substantive cooperation content. The limited participation of enterprises in teaching and practical training makes it difficult for students to receive practical guidance and training from enterprises during the academic year, which affects the cultivation of their professional competence. In addition, insufficient emphasis on the cultivation of professional ethics is also an important issue (Nuhic, 2023). Flight attendant students not only need to master professional knowledge and skills but also need to possess good professional ethics. However, in actual teaching, some vocational colleges do not attach enough importance to the cultivation of professional qualities, and students lack training in service awareness, teamwork, and adaptability, which affects their comprehensive quality and career development.

Finally, the singularity of teaching methods also constrains the comprehensive development of students' abilities (Jobya, 2024). At present, many vocational colleges still adopt traditional lecture-based teaching methods, lacking diversified and innovative teaching methods. Students passively receive knowledge in the classroom, lacking opportunities for active participation and practical operation, which affects their learning effectiveness and ability improvement.

Rationale of the Study

In modern society, vocational education aims to develop skilled professionals with comprehensive abilities to meet the dynamic demands of the workforce (McDermott, 2023). As a highly specialized field, the aviation cabin crew profession requires not only strong theoretical knowledge and practical skills but also exceptional professional ethics and adaptability. Consequently, effective cultivation of professional competencies among vocational aviation flight attendant students is crucial. This is essential for enhancing students' employability and addressing the aviation industry's need for high-quality talent. Educational theory emphasizes that the teaching process should combine theory with practice, and through scientifically reasonable curriculum design and diverse teaching methods, enhance students' learning outcomes and practical abilities (Huang, Y.,&Chen, X. (2023) Constructivist learning theory points out that students are active constructors of knowledge, and learning should be student-centered. Through practical operation and situational learning, students can apply and understand knowledge in real situations. This theory provides theoretical support for the teaching practice of aviation crew majors in vocational colleges, emphasizing the importance of practical training and school-enterprise cooperation in cultivating students' abilities.

School-enterprise collaboration is a crucial form of vocational education that successfully bridges the gap between academic instruction and business needs (Zhang et al., 2023). The human capital theory suggests that education investment can enhance individuals' skills and productivity, thereby increasing their employment opportunities and income levels. School-enterprise cooperation, by introducing enterprise resources and practical work environments, not only enhances students' professional skills but also strengthens their ability to adapt to vocational positions, achieving a win-win situation for both schools and enterprises. Through this collaborative model, schools can provide educational content that is more in line with practical needs, and students can adapt and integrate into the workplace earlier. Professional ethics is a comprehensive reflection of an individual's professional attitude, professional ethics, and professional behavior demonstrated in their professional activities (Li, S., & Wang, Y. (2023). According to vocational education theory, the cultivation of vocational literacy not only relies on classroom teaching but also needs to be obtained through practical experience and practice in actual work environments. By conducting teaching activities such as scenario simulation, case teaching, and role-playing, students' professional competence can be effectively improved, and their service awareness, teamwork spirit, and adaptability can be cultivated. The cultivation of these soft skills plays a crucial role in the future career development of students. While the air cabin crew program at Sichuan Vocational College of Culture and Communication has achieved some success in cultivating students' professional competence, there are still pressing issues that need to be addressed (Chen, R.,&Liu, T. (2023). Insufficient practical training, inadequate school-enterprise cooperation, and a lack of emphasis on professional knowledge development are significant challenges. To address these challenges, an analysis of the training pathway is necessary to systematically improve the professional competence of air cabin crew students and propose practical improvement measures. This not only complements and enhances the existing curriculum but also represents an urgent need to improve the quality of education and the professional competence of students.

II. Literature Review

Experiential Learning Theory

Experiential Learning Theory: Proposed by David Kolb in 1984 in his book "Experiential Learning: Experience as a Source of Learning and Development". The core of this theory lies in learning through direct experience. The well-known learning cycle model, developed by Kolb, has four primary phases: concrete experience, reflective observation, abstract conceptualization, and active experimentation. In this cycle,

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learners first obtain raw data through specific experiences, then reflect on this data, form theoretical concepts, and finally apply these concepts to new practical situations, thereby promoting the deepening of knowledge and the improvement of skills.

In the book "Educational Psychology", domestic scholars introduce and analyze the theory of experiential learning. The book elaborates on the basic framework and application examples of Kolb's theory, emphasizing its importance and application value in educational practice (Li Ming, 2015). In addition, the book Vocational Education Theory and Practice also discusses the theory of experiential learning in detail, with particular attention to its application in vocational education and training (Zhang Hua, 2018). These books provide a rich theoretical foundation and practical guidance for subsequent research by systematically elaborating and applying experiential learning theory.

Professional Skills Development Theory

The theory of professional skill development focuses on the cultivation and improvement of skills required by individuals in their career. This theory emphasizes the importance of systematic skills training and practical experience for career development. The relevant theories have been elaborated and discussed in detail in many books.

In the book “Vocational Skills Training and Development”, the author systematically introduces the theoretical framework of professional skills development, emphasizing the key factors in the process of skill enhancement, such as training needs analysis, skill assessment, and the importance of continuous learning. The book points out that vocational skill development not only needs to be carried out in formal training environments, but also includes continuous learning and practice in practical work (Wei., C. (2017).

In addition, the book 'Workplace Skills and Career Development' provides specific cases and application examples on professional skills development, emphasizing the relationship between skills and career development. The book explores in detail the different stages of skill development, including initial skill mastery, skill deepening, and skill updating, emphasizing how individuals can enhance their professional skills through continuous learning and practice in their careers (Li Na, 2019).

These books provide a systematic theoretical foundation and practical application guidance for professional skills development theory, helping to understand and implement effective skills training and career development strategies.

Dual Education System

The dual education system is an educational model that closely combines theoretical learning with practical training, widely used in Germany and other countries. This system enables students to gain practical work experience while learning theoretical knowledge through cooperation between schools and enterprises, thereby improving their vocational skills and employability.

In the book "Theory and Practice of Dual Education", the author provides a detailed introduction to the basic framework and implementation mechanism of the dual education system. The book explains how the system combines classroom learning with corporate internships to cultivate students' vocational skills and enhance their employability. The author also discussed the implementation of dual education systems in different countries and their impact on students' career development (Zhou Bo, 2019).

In addition, the book "Modern Vocational Education: A Global Perspective on the Dual System" provides an international comparative analysis of the dual education system. The book explores how countries such as Germany and Switzerland achieve the integration of education and industry needs through the dual education model, as well as the promotion and application of this model worldwide (Li Xiao, 2018). The book also analyzes the advantages and challenges of dual education, providing reference for other countries to implement similar models.

Human Capital Theory

The human capital theory is an economic theory proposed by Gary Becker in 1964, emphasizing the role of education and training in enhancing individual productivity and economic value. This theory holds that education and skills training are important components of human capital, and by improving individuals' knowledge and skills, their competitiveness and productivity in the labor market can be significantly enhanced.

In the book “Human Capital: Theory and Practice”, the author provides a detailed introduction to the basic concepts of human capital theory, including its definition, measurement methods, and its impact on economic development. The book explores how education and training can be used as investments to enhance individual productivity and further drive economic growth (Wei., W. (2015). The book also analyzes the role of human capital in different economies and proposes relevant policy recommendations.

In addition, the book "Educational Economics: A Human Capital Perspective" explores the application of human capital theory from the perspective of educational economics. The book discusses how education investment affects individuals' income levels and career development. It introduces methods for evaluating human capital, and provides an in-depth analysis of the role of human capital in the labor market (Fang., L. (2017). This book provides theoretical support and empirical data for understanding the economic benefits of education investment.

Competency-based Approach

The competency-based approach is an education and training model that focuses on developing and evaluating the practical abilities of students or employees, rather than solely on imparting knowledge. This method emphasizes clarifying ability requirements, designing targeted training content, and evaluating learning outcomes through actual performance. This method has been widely applied in vocational education, training, and enterprise talent development.

In the book "Competency Based Education: Theory and

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Practice," the author delves into the basic concepts and implementation steps of competency-based methods. The book provides a detailed introduction to the definition of abilities, the construction of ability frameworks, and how to integrate these ability requirements into curriculum design and evaluation systems. The author also discussed the advantages of this method in improving education quality and meeting industry demands (Hong, Z. 2016).

In addition, the book 'Competency Based Methods in Vocational Training' focuses on the application of competency-based methods in vocational training. The book explores how to develop competency requirements based on professional standards and market demand and analyzes how this method can help companies improve employees' job performance and professional skills through practical cases. The book also introduces competency-based assessment tools and techniques, providing comprehensive guidance for practical applications (Jun., L. (2018).

Service Psychology

Service psychology is a discipline that studies the psychological interaction between customers and service providers in the service industry, with a focus on understanding and optimizing service experience, improving customer satisfaction, and service quality. Service psychology combines psychological theory and service management practice to explore how to improve service processes and outcomes through psychological principles.

In the book 'Service Psychology: Theory and Practice', the author provides a detailed introduction to the basic theories and applied practices of service psychology. The book elaborates on the psychological mechanisms of service experience, including customer satisfaction, perceived service quality, and customer behavior. The author also explores how to optimize service design and improve service quality through psychological principles, thereby enhancing the overall customer experience (Qiang, W. 2017).

In addition, the book 'Customer Psychology and Service Management' focuses on the application of customer psychology in service management. The book discusses the psychological needs and behavioral patterns of customers during the service process and introduces how service providers can adjust service strategies and improve service effectiveness by understanding customer psychology. The book also includes application cases of service psychology in practical management, providing practical reference and guidance for service management (Na, L. 2019).

Human Resource Management Concept

Human resource management is one of the important fields of management, involving various aspects such as recruitment, training, evaluation, motivation, and development of employees by organizations. Its core goal is to maximize employee job performance and satisfaction, thereby enhancing the overall effectiveness of the organization.

In the book "Human Resource Management: Theory and Practice", the author systematically elaborates on the basic concepts and practices of human resource management. The book introduces the core functions of human resource management, including personnel recruitment and allocation, performance management, compensation and benefits, employee relations, and training and development. The author particularly emphasizes the concept of strategic human resource management, which is how to integrate human resource management with organizational strategy to achieve long-term goals of the organization.

In addition, the book "Modern Human Resource Management" discusses in detail the theoretical framework and application techniques of modern human resource management. The book explores employee motivation theory, leadership development, change management, and introduces how to use modern information technology to improve the efficiency and effectiveness of human resource management. The book also includes case studies on human resource management practices in different organizational backgrounds (Zhang Hua, 2018).

III. METHODLOGY

A. Research objectives

The study aims to achieve the following objectives:

1 To investigate the main challenges faced by vocational aviation flight attendant students during their practical training.

2 To analyze the role of school-enterprise cooperation in cultivating students' Professional competence.

3 To propose specific suggestions for optimizing the professional ability training path for students majoring in aviation crew in vocational colleges.

B. Research Conceptual Framework

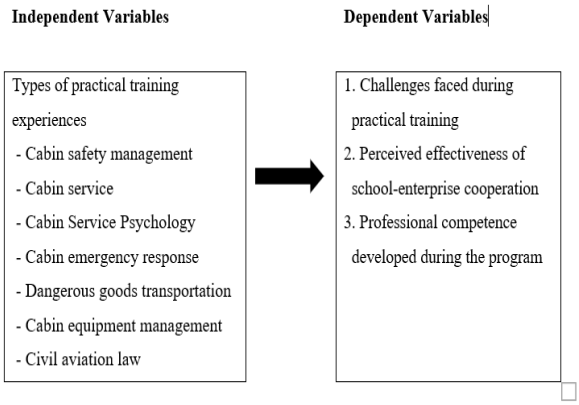

Fig. 1. Research Conceptual Framework.

C. Methodology

Research Design

This study follows quantitative research design. A survey questionnaire will be utilized as the primary data collection instrument.

Population and Sample Group The research population comprises 220 third-year students majoring in Air Cabin Crew at Sichuan Vocational College of Culture and Communication. A sample size of 140 students was determined using the

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Krejcie, R. V., & Morgan, D. W. (1970), and participants were selected through random sampling.

Research Instruments The instrument used in this research was a self-administered questionnaire, consisting of personal information about the respondent's gender, single-choice questions, multiple-choice questions, and written questions for the respondent to state reasons, needs, or expectations, totaling 20 items, to extract both quantitative and qualitative data from the respondents as follows:1) The main challenges faced by vocational aviation flight attendant students during their practical training.2) The role of school-enterprise cooperation in cultivating students' Professional competence.3) Proposed specific suggestions for optimizing the professional ability training path for students majoring in aviation crew.

The steps for creating the questionnaire are as follows:1) Review literature and related research: Conduct a comprehensive review of existing literature and research related to Professional competence of air cabin crew and vocational education to identify key concepts and variables.2) Define research objectives: Clearly outline the specific objectives of the study to ensure the questionnaire addresses all necessary aspects.3) Determine questionnaire structure: Divide the questionnaire into two main parts: general information and specific research questions related to the study objectives.4) Develop questionnaire items: Create questions that align with each research objective, ensuring they are clear, concise, and relevant.5) Choose appropriate question formats: Utilize a mix of closed ended (Likert scale) and an open-ended question to gather both quantitative and qualitative data.6) Draft the questionnaire: Organize the questions in a logical sequence and create an initial draft of the questionnaire.7) Review and revise: The researcher presented the draft questionnaire to the advisor to check the content accuracy for clarity, relevance, and comprehensiveness. The researcher then revised the questionnaire and presented it to 3 experts to examine the quality of research instrument to check the accuracy and appropriateness and assess the index of consistency (IOC).

Data Collection Procedure. The researcher will obtain permission from the administration of Sichuan Vocational College of Culture and Communication to conduct the survey. The questionnaires will be distributed to the selected sample of 140 third-year Air Cabin Crew students during their scheduled class sessions. The respondents will be given adequate time to complete the questionnaire, and the researcher will be present to provide any necessary clarification or assistance. Data Analysis The data collected from the questionnaire will be analyzed using descriptive statistics, including percentage, and content analysis. The researcher will utilize a computer software package to facilitate the data analysis process.

IV. Research Results

This study focuses on the cultivation of professional competence paths for the flight attendant major at Sichuan Culture and Media Vocational College and explores in depth the challenges faced by students in internship training, the contribution of school enterprise cooperation to students' professional competence development, and optimization strategies for professional competence cultivation paths.

Primary challenges encountered by air cabin crew students during their practical training.

1 In terms of skills the operation of professional skills is extremely complex, whether it is catering supply, equipment operation and maintenance in the cabin service process, or the activation of emergency equipment, seemingly ordinary operations often lead to errors in practice. For example, the operation of emergency slides involves numerous and precise steps, making it difficult for students to complete them without errors within the specified time. This is due to the limited training time, which makes it difficult for students to fully grasp the details. At the same time, students have poor ability to comprehensively apply skills in different situations. When facing situations where passengers suddenly fall ill and cabin equipment malfunctions occur simultaneously, it is difficult to coordinate medical assistance and emergency equipment handling skills. This is due to insufficient comprehensiveness of training scenarios and inadequate simulation training.

2 On a psychological level Students have a weaker ability to cope with psychological pressure. The special environment and unexpected situations during flight can bring huge psychological burden. When simulating emergency situations such as strong air turbulence and fires, students may show tension and anxiety, which may have a negative impact on decision-making and operation in actual work. The root cause is the lack of real scene simulation and psychological adjustment training. Moreover, their emotional management abilities are insufficient. Faced with negative emotions such as dissatisfaction and complaints from passengers, students are easily influenced and lose control, thereby reducing service quality. This is due to the lack of targeted emotional management courses and practical guidance.

3 Challenges in physical fitness The physical energy consumption of flight attendants is high, and long-term flights and frequent cabin services require high physical fitness. In continuous simulated flight tasks, students may experience fatigue, which affects work efficiency and service quality. This indicates that the intensity and pertinence of daily physical training need to be improved. In addition, the adaptability to special environments is poor, and factors such as air pressure and noise during flight have an impact on the body. In simulated high-altitude low-pressure environments, some students may experience discomfort such as tinnitus and dizziness, and special environment adaptation training needs to be strengthened.

4 Challenges in team collaboration There are difficulties in communication and coordination, and flight crew work requires collaboration with multiple parties such as the crew and ground crew. In practical training, students have problems with information transmission and communication coordination, such as untimely and inaccurate communication of flight information with cockpit personnel, and omissions in handing over passenger special situations to ground crew. This is due to insufficient depth and frequency of cross departmental collaboration training. Moreover, students have

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an unclear understanding of team roles and their own tasks in simulating emergency rescue scenarios, resulting in chaotic rescue operations. This is the result of insufficient explanation and reinforcement training of team roles and responsibilities during training.

2 The role of school-enterprise cooperation contribute to the development of students' Professional competence.

2.1 From the perspective of the practical platform. Enterprises provide real aviation service environments for students majoring in aviation crew, whether it is simulated flights or actual follow-up flights, enabling students to quickly transition from theoretical learning in school to practical operation. During this process, students will become more proficient in cabin service skills such as catering services and emergency equipment operation and can personally experience the practical application of service processes in different scenarios, overcoming the problem of the disconnect between theory and practice in the past. The guidance of corporate mentors is also important. With rich frontline experience, they correct students' problems in service attitude, language communication, and other aspects, thereby enhancing their professional image and service ability.

2.2 In terms of curriculum construction School enterprise cooperation promotes the optimization of the curriculum system around the actual needs of aviation enterprises. Integrating the training content of airline flight attendants, the latest service concepts, and emergency response cases into the curriculum has increased its practicality and timeliness. For example, in safety management courses, combining the analysis of actual safety accident cases in enterprises enables students to deeply understand and master safety regulations and emergency response processes.

2.3 Collaboration between schools and enterprises to share resources Through resource sharing through school enterprise cooperation, students can access advanced training facilities from aviation companies, such as simulated cabins and water escape training pools. These resources help students to get closer to real flight environments in their professional skills training, and better exercise their emergency response and handling abilities in special situations. At the same time, the professional ethics training and corporate culture lectures jointly organized by enterprises and schools allow students to have a deep understanding of the culture and values of aviation enterprises, cultivate their professional identity and teamwork spirit, and enable them to achieve collaborative development in professional abilities and professional ethics, laying a solid foundation for their future career development in the aviation service field.

3 Specific suggestions for optimizing the professional ability training path for students majoring in aviation crew invocational colleges

3.1 Optimize the curriculum system A curriculum system centered on professional competence should be established. Integrate existing courses, reduce redundant content in theoretical courses, and increase the proportion of practical courses. For example, integrating practical elements from courses such as cabin services, emergency response, and aviation safety, and setting up comprehensive practical courses. At the same time, it is necessary to update course content in a timely manner based on the development trends of the aviation industry, such as incorporating new emergency equipment usage methods and the latest aviation service concepts into teaching, to ensure that students' learning is closely aligned with industry needs. In addition, layered courses are set up to provide advanced course options for students with different learning abilities and foundations, meeting diverse learning needs.

3.2 Strengthening practical teaching Increase investment in practical teaching, build on campus training bases such as high simulation cabins and aviation safety training centers, equipped with complete and advanced training equipment. In campus practical training, increase the duration of simulated flight and the frequency of emergency scenario drills to improve students' ability to cope with complex situations. Actively expand off campus internship bases, establish long-term and stable cooperative relationships with major airlines, airport ground handling companies, etc., and provide students with sufficient opportunities for on-the-job and on-the-job internships. During the internship process, professional guidance teachers and corporate mentors are arranged to provide guidance and timely solve problems encountered by students in practice. At the same time, an internship assessment mechanism is established to comprehensively evaluate students' internship performance.

3.3 Enhance the teaching staff. On the one hand, teachers are encouraged to participate in professional training and academic seminars organized by airlines, and to intern in enterprises to gain the latest industry knowledge and practical experience. Support teachers to obtain relevant aviation professional qualification certificates, such as flight attendant qualification certificate, aviation safety officer certificate, etc., to enhance teachers' professional competence. On the other hand, introducing senior flight attendants from aviation companies as part-time teachers can enrich the teaching staff. These part-time teachers can bring practical work cases and skills into the classroom, imparting first-hand practical experience to students. Establish a mechanism for assessing teachers' teaching abilities, promote continuous improvement of teaching methods, and enhance teaching quality.

3.4 Pay attention to psychological and physical training. In response to the high pressure and physical fitness requirements of air service work, psychological and physical training are included in the professional ability development path. Offering specialized psychological counseling courses to help students master psychological adjustment methods and emotional management skills, such as simulating sudden cabin situations to train students' ability to remain calm under pressure. At the same time, we will strengthen the construction of physical training courses and develop scientific and reasonable physical training plans, including aerobic endurance training, strength training, etc., to meet the needs of air crew work such as standing for long periods of time and carrying heavy objects. Regularly assess students' psychological and physical conditions and adjust training plans based on the assessment results.

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3.5 Strengthen the cultivation of professional ethics. Integrate vocational education throughout the entire training process. Incorporate aviation corporate culture, professional ethics, and other content into the curriculum, and cultivate students' sense of professional responsibility, dedication, and teamwork ability through teaching methods such as case analysis and role-playing. Carry out professional image building activities, standardize students' appearance, words and deeds, and make them conform to the standards of the aviation service industry. Organize students to participate in volunteer service activities, such as airport guidance, tourism exhibition services, etc., to cultivate students' service awareness and communication skills in practice and enhance their comprehensive professional qualities.

3.6 Establish an information-based teaching platform. Build a professional teaching platform for air crew using modern information technology. Integrate course resources on the platform, including teaching courseware, video tutorials, online tests, etc., to facilitate students' independent learning. Develop virtual cabin training software through virtual simulation technology, allowing students to conduct repeated service process drills and emergency handling training in a virtual environment. Establish an online communication community where students can exchange learning experiences and discuss professional issues with teachers and classmates. At the same time, utilizing big data analysis technology to track and analyze students' learning process and learning outcomes, providing data support for personalized teaching.

V. Discuss The Results

1 Primary challenges encountered by air cabin crew students during their practical training.

1.1 Analysis of the Reasons for Skill Mastery Challenges Flight attendant students face challenges in mastering skills, which are related to multiple factors. Firstly, from the perspective of professional skill operation, as Wei., C. (2017). mentioned in their research on vocational skill training and development, emergency response and equipment operation skills in air service work themselves have high complexity and precision requirements. For example, the release of emergency slides requires strict adherence to specific steps and cannot tolerate any errors, while school practical training resources are limited and students have relatively insufficient opportunities for practice, resulting in numerous difficulties in translating theory into practical operation. Furthermore, in terms of service skills, according to An, Ping's research on communication skills in civil aviation services, the diversification and personalization of passenger needs are the difficulties in providing services (An, Ping, 2017). Passengers with different cultural backgrounds, ages, and physical conditions have varying expectations for services, and the existing training system may not provide sufficient examples and situational simulations, making it difficult for students to accurately judge and meet passenger needs when facing real scenarios.

1.2 Analysis of the Reasons for Psychological Challenges.The particularity of the working environment for flight attendants is a key factor in students' psychological stress and emotional management issues. According to Krejcie, R. V., &Morgan, D. W. (1970), a study on the psychological stress of pilots found that simulating emergency situations during flight can have a significant psychological impact on students. Due to these scenarios simulating high-risk situations in real flight, such as emergency landings and cabin depressurization, students lack practical flight experience and effective psychological adjustment training, which can easily lead to tension and anxiety, thereby affecting their ability to cope in emergency situations. At the same time, when facing negative feedback from passengers, such as complaints and difficulties, it requires strong emotional management skills. According to Na.L.(2019) research on customer psychology and service management, the lack or insufficiency of emotional management courses in the training process of flight attendant students makes it difficult for them to effectively regulate their emotions when dealing with complex interpersonal relationships, thereby affecting service quality.

1.3 Analysis of the Reasons for Physical Fitness Challenges.Aircrew work requires extremely high physical fitness, which also leads to related challenges for students in practical training. From the perspective of physical exertion, Jobya. (2024) pointed out in his research on overcoming common flight attendant challenges that long-term flight tasks and frequent service activities in the cabin, such as carrying heavy objects and assisting passengers, consume a huge amount of physical energy. However, the current physical training plan in practical training may not fully consider the actual intensity and characteristics of air crew work, resulting in insufficient training intensity or lack of targeted training, leading to students easily experiencing fatigue during simulated flight tasks. In addition, in terms of adaptability to special environments, due to the uniqueness of aviation flight environments, such as high-altitude low pressure, noise, and other factors, as stated by Li, Na. (2020) in the study of modern aviation safety and security technology, the limitations of simulated training conditions make it difficult for students to fully adapt to these special environments, and their bodies may experience discomfort symptoms such as tinnitus and dizziness, which can affect normal task execution.

1.4 Analysis of the Reasons for Team Collaboration Challenges.The challenges in team collaboration stem from the complexity of multi departmental collaboration in air service work. In actual flight, close collaboration between the cabin crew, flight crew, and ground crew is crucial. According to Wei., W. (2015)'s research on competency-based education, the differences in workflow and responsibilities among departments, as well as the lack of inter departmental joint training during the training process, have led to problems in information communication and coordination among students. For example, in complex situations such as flight delays, the phenomenon of delayed and inaccurate information transmission often occurs. At the same time, there is a lack of in-depth and systematic guidance in training regarding the understanding of team roles, which makes it difficult for students to clearly position their roles in complex scenarios. As Zhou, Bo. (2019) mentioned in their research on organizational culture and management practices, this role

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ambiguity can reduce team collaboration efficiency and affect overall work effectiveness.

2 How does school-enterprise cooperation contribute to the development of students' Professional competence.

2.1 In terms of optimizing the curriculum system.The reason why school enterprise cooperation can optimize the curriculum system of the air crew major is that the enterprise has a profound understanding of the industry's cutting-edge dynamics and actual job requirements. According to Wei., C. (2017) in the study of vocational skills training and development, the participation of industry enterprises in curriculum design is the key to matching educational content with vocational needs. Aviation companies are familiar with market changes, understand the introduction and use of new aircraft models, the evolution of passenger demand, and updates to international aviation service standards. For example, with the widespread application of wide body aircraft, there have been new changes in cabin layout and service processes. Enterprises provide feedback on this information to schools, prompting timely inclusion of relevant content in the curriculum and keeping students' knowledge up to date with industry developments. Enterprises can also clarify the proportion of practical skills and theoretical knowledge in the curriculum based on their own job skill requirements. In safety emergency courses, companies guide schools to arrange course content reasonably based on the frequency and key points of various safety incidents during actual flights, enhance students' ability to respond to emergency situations, and ensure the practicality and pertinence of the courses.

2.2 Improvement in practical teaching activities. School enterprise cooperation brings a qualitative leap to practical teaching, because enterprises can provide students with a real and irreplaceable practical environment. As mentioned by Huang, Y.,&Chen, X. (2023) in their research on the integration of theory and practice in an educational aviation training framework, learning in real-life work scenarios can accelerate the transformation of knowledge into skills. Internship opportunities in aviation companies allow students to immerse themselves in actual flight services, experiencing firsthand the entire process from boarding guidance, cabin services to handling various unexpected situations during the flight. In a real cabin, students face real passengers and complex and ever-changing situations, which is fundamentally different from on campus simulation training. For example, in simulated training, the scenario of suddenly falling ill may be pre-set, but in actual flights, the situation may be more complex, accompanied by language barriers, passenger emotional tension, and other issues. This real environment encourages students to quickly improve their emergency response capabilities and service skills through practice, enabling them to better master emergency skills such as cardiopulmonary resuscitation and the use of automatic external defibrillators (AEDs), as well as the ability to provide personalized services based on the characteristics of different passengers.

2.3 Guidance from enterprise mentors. Corporate mentors play a crucial role in enhancing students' professional abilities, as they bring rich frontline practical experience. According to Stenberg Na., L. (2019), in the study of workplace skills and development, mentors with practical experience can provide learners with contextualized knowledge and skills guidance. Aviation enterprise mentors have been working on the front line of service for a long time, and they are familiar with the details of various service scenarios. When guiding students, they can provide comprehensive guidance from the most basic service posture and facial expression management to complex communication skills and problem-solving strategies. For example, mentors can teach students how to judge passengers' needs by observing their facial expressions and body language, and how to effectively communicate and handle special requests from passengers with different cultural backgrounds. This practical guidance can enable students to quickly make up for their skill gaps, enhance their professional competence, and enable them to adapt to the pace and requirements of work more quickly after entering the workforce.

2.4 Expanding career development perspectives. School enterprise cooperation helps students broaden their career development horizons, as their close contact with enterprises enables them to gain a deeper understanding of the culture, values, and career advancement paths of aviation companies. Like Holland Xiao.,L. (2018). Modern Vocational Education: A Global Perspective on the Dual System. The study suggests that a deep understanding of the professional environment can stimulate individuals' career motivation and goal setting. When students feel the corporate culture of airlines during their internship, such as the high emphasis on safety and service quality, as well as the atmosphere of teamwork, they will have a clearer understanding of their career direction. Understanding the promotion path from flight attendant to flight attendant, and then to higher management positions, will inspire students to actively improve their professional abilities. They will be more proactive in learning professional knowledge and improving their service level to meet the expectations of the enterprise and the requirements of career development.

2.5 Joint activities to stimulate learning interest. Various training, lectures, and competition activities jointly organized by enterprises and schools can stimulate students' interest in learning and competitiveness and promote the development of professional abilities. According to Nuhic, A. (2023), Professional development: Learning from others: Flight attention The viewpoints in the research suggest that diverse and challenging activities can meet students' needs for autonomy, competence, and relationships, thereby enhancing their learning motivation. Professional training provided by aviation companies can bring students the latest knowledge and skills in the industry, while lectures can broaden students' horizons and help them understand the macro development trends of the aviation industry. Competition activities stimulate students' sense of competition and teamwork spirit by setting up competitive scenes. For example, the aviation service skills competition requires students to complete a series of service operations and emergency response tasks within a specified time. This competition encourages students

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to continuously improve their skills and reaction speed, discover their shortcomings in the competition, and make improvements, thereby comprehensively enhancing their professional abilities.

3 Specific strategies implemented to optimize the professional ability training path for air cabin crew students in vocational colleges

3.1 Course optimization. The course needs to be optimized based on market demand, as the aviation industry is developing rapidly and the requirements for flight attendants are constantly changing. According to McDermott, P. M. (2023), Aviation curriculum design: Addressing the needs of the future. Only by conducting in-depth research on the needs of airlines can we clarify the knowledge, skills, and qualities required for talent. The current curriculum suffers from fragmentation and a disconnect between theory and practice. Courses such as aviation safety management and cabin services need to be integrated according to actual work processes, increasing the proportion of practical courses to enable students to apply what they have learned to their work and enhance their competitiveness in employment.

3.2 Expansion of practical teaching plat form. The deep expansion of practical teaching platforms is crucial, as it is determined by the practicality of air crew work. Hua.,Z. (2018). Vocational Education Theory and Practice. indicates that the school has improved and expanded training facilities such as simulated cabins, equipped with advanced equipment to create a simulation environment, which can enable students to master emergency response skills during simulated training. At the same time, establishing long-term partnerships with airlines and other organizations outside of school provides internship opportunities for students to accumulate experience in real-life scenarios, as real-life work environments can better promote skill improvement, especially in dealing with complex and changing flight situations.

3.3 Construction of dual qualified teaching staff. The construction of a dual teacher team is a key support, as the quality of teachers directly affects teaching effectiveness. Tian, Y. (2023). The development of vocational education in China. It is pointed out that our school's teachers can update their knowledge and improve their practical skills by participating in enterprise training, on-the-job training, and obtaining professional qualification certificates. Introducing senior personnel from aviation companies as part-time teachers can bring frontline cases, skills, and experience into the classroom, imparting practical knowledge. This combination of theory and practice in the teaching team can better meet the teaching needs of the aviation profession.

3.4 Cultivation of professional ethics. Comprehensively cultivating professional ethics is an important guarantee, as professional ethics have a significant impact on the quality of aviation services. Zhang, L., Li, J.,&Wang, H. (2023). Enhancing employability through school enterprise cooperation in vocational education. The study shows that professional ethics are related to passenger rights and flight safety, and case teaching can guide students to establish correct concepts. Professional image is a high standard requirement in the industry, and standardizing appearance can enhance the image of airlines. A positive professional attitude can help students cope with flight stress, and psychological counseling and simulation training can cultivate this mentality. The spirit of teamwork is indispensable in-flight tasks, and group activities can enhance students' collaborative abilities, thereby improving overall service quality.

3.5 Application of Information Technology Teaching Methods.The innovative application of information-based teaching methods is a development trend, and modern educational technology has brought new opportunities for teaching. Chen, R.,&Liu, T. (2023). Challenges in Navigation Training Programs: A Case Study. The research shows that VR, AR, and other technologies can create immersive virtual environments, such as virtual flight and cabin service scenes, which can enhance students' learning interest and practical ability, allowing them to practice repeatedly in the virtual environment. Online learning platforms integrate resources to achieve self-directed learning and online tutoring. Big data analysis technology can adjust teaching strategies based on student learning data, implement personalized teaching, meet different student learning needs, and improve teaching quality.

3.6 Collaboration between vocational qualification certification and employment guidance. The coordinated promotion of vocational qualification certification and employment guidance is a necessary step, which is of great significance for students entering the aviation service industry. Li, S.,&Wang, Y. (2023). Professional ethics in aviation education: A comprehensive approach. Research shows that according to the aviation industry's professional qualification standards, guiding students to participate in certification and integrate into teaching content, and organizing preparation counseling by schools can improve the pass rate. This is an authoritative recognition of students' professional abilities and can increase employment advantages. At the same time, the Career Guidance Center conducts lectures, courses, and simulated interviews, inviting experts and alumni to share their experiences, which can help students understand the market and trends, develop career plans, improve employment success rates, and assist students in smooth transitioning from campus to the workplace.

VI. Suggestions

Regarding the challenges of internship training Schools should strengthen professional skills training, especially in service skills and emergency response capabilities. Practical training can be conducted through simulating flights, role-playing, and other methods to enhance students' practical operational abilities. Provide psychological counseling and support to students to help them cope with work pressure and interpersonal relationship issues. We can offer courses on mental health and organize psychological lectures. Establish an internship feedback mechanism to promptly understand students' problems and needs during the internship, providing reference for subsequent teaching and training.

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