

Discussion on the Reform of Tourism Teaching in Chinese Universities under the Multimedia Environment

Li Shanying

Jiangsu Maritime Institute, Nanjing, Jiangsu, China

Keywords: Multimedia technology, Tourism major, Teaching reform, Application strategy.

Abstract: With the continuous development and advancement of science and technology, the application of computer technology in various fields has been deepened, which has greatly changed people's life and working methods, and provided people with more convenient conditions. The introduction of multimedia technology in the field of education to reform and innovate the teaching model is an inevitable choice for the new adaptation to the development of the times, and an important way to cultivate talents that meet the needs of social development. Through the literature review, this paper finds that the reform of tourism teaching in Chinese universities can promote the teaching level and quality of tourism professionals with the help of multimedia technology. Then it analyzes the current situation of the teaching of tourism majors in China's colleges and universities and the advantages of multimedia teaching in college tourism. Finally, the application strategy of multimedia technology in the teaching process of college tourism is pointed out.

1. Research Background

1.1 Literature review

As China's economic level continues to improve, the quality of life of the people has been greatly improved, and to a certain extent, it has promoted the rapid development of China's tourism industry. In recent years, Chinese scholars have gradually deepened their research on the reform model of college tourism teaching, and have now formed a documentary foundation of a certain scale. Feng Dan through research found that with the development of multimedia technology, the combination of multimedia technology and college tourism teaching is an inevitable trend. In the process of college tourism teaching, the development and application of multimedia tourism information simulation teaching software should be increased to provide students with a more perfect teaching environment. In the multimedia environment, to improve the quality of college tourism teaching, it is necessary to improve the ability of teachers to produce courseware, expand the content of tourism after school, and use students as the main body of teaching (Feng, 2013). Duan Yi analyzes the teaching mode of combining college tourism teaching with multimedia technology, and needs multimedia assisted teaching to provide students with the best situation, and thus improve the quality of teaching. At the same time, we must also pay attention to the scientific and rational use of multimedia technology to assist teaching in the teaching process, improve the classroom teaching effect, and achieve the best classroom teaching results (Duan, 2008). Jin Qi discovered that multimedia technology can help college tourism teaching to redesign teaching methods and processes, and create more perfect conditions for improving the quality of tourism teaching. In turn, a new combination of teachers, students, textbooks, and teaching methods can be formed. At the same time, we must also pay attention to the training of teachers in the production of courseware and multimedia technology operations (Jin, 2007). Liu Yan pointed out that in the multimedia environment, the reform of tourism teaching in colleges and universities has broken through the teaching mode of "teachers, blackboards, and chalks" in traditional teaching methods. The use of multimedia technology plays an important role in stimulating students' interest in learning, improving students' analytical skills, and developing students' problem-solving skills. In addition, it can greatly improve the efficiency and level of teaching (Liu, 2007). Hou Limin analyzes the new opportunities that modern educational technology brings to the reform of tourism education in

colleges and universities. The use of multimedia aids is a bridge between students and textbooks. Multimedia technology can make the content of the course more intuitive and enhance students' understanding and mastery of the course content, thus optimizing the quality of classroom teaching (Hou, 2014).

1.2 Purpose of research

With the continuous improvement of China's economic level and the continuous development of information technology, China has entered the era of information technology. Computer technology is continuously applied in various fields, greatly improving work efficiency and bringing more convenient conditions for people's lives and work (Han, 2007). The reform and innovation of college education with the help of Internet technology is an inevitable trend of the development of the times. The introduction of multimedia auxiliary equipment in the reform of tourism teaching in Chinese universities is a powerful weapon to break through the traditional teaching mode, which can make the teaching process more simple and effective, and continuously improve the teaching level and quality (Li, 2004). All colleges and universities should promote the popularity of multimedia technology in the process of tourism teaching, and extend the application of computer network technology from the most primitive simple multimedia teaching courseware to the curriculum integration. The in-depth application of multimedia technology in college tourism teaching is not only the requirement of the development of the times, but also the inevitable measure to optimize the teaching process, improve the quality of college tourism teaching, and cultivate comprehensive tourism professionals (Sun, et al, 2004). The use of multimedia assistive technology and equipment in the reform of tourism teaching in colleges mainly refers to the selection and application of scientific and reasonable modern teaching media in the teaching process, according to the dimensions of professional teaching objects, courses and goals. Therefore, the tourism professional teaching and multimedia technology can be fully integrated and participate in teaching. Multimedia teaching mainly uses multimedia technology and equipment to apply pictures, music and video to the classroom teaching process, enhance students' enthusiasm and interest in learning, form a reasonable teaching process structure, and form the best teaching mode.

2. The current situation of college tourism major teaching

With the continuous development of China's tourism industry, the quantity and quality requirements for tourism professionals are getting higher and higher. At the same time, it puts forward new requirements and challenges for the training methods of college tourism professionals. Colleges and universities have also actively responded and reformed as one of the most important channels for training tourism professionals. Although, in recent years, the tourism profession has become more and more important in the process of college education, the enrollment scale of tourism majors has been expanding, and the number of students has increased. However, the number and quality of talents trained in the tourism profession of colleges and universities still cannot meet the needs of market development for talents. The most basic goal in the teaching process of tourism is to strengthen the practice education. It is necessary to redesign and improve the tourism teaching objectives and programs according to the development of the tourism industry for the needs of talents, and to improve the quality of teaching. At present, the current teaching situation of tourism majors in Chinese universities is not very optimistic, and there are still some problems. For example, the teaching concept is backward, the teaching form is teacher-centered, the application of various new technologies is not enough, and the teaching materials are outdated. As a result, the students of the tourism major have no enthusiasm and motivation for self-learning in the learning process. lose interest.

3. The Advantages of Multimedia Teaching in College Tourism Majors

3.1 Use multimedia devices to set up scenarios to stimulate students' enthusiasm for learning

In the traditional teaching mode, the classroom teaching form is usually full of “ filling the

ducks”, The main body of classroom teaching is generally teachers, and the main carrier of teaching is mainly textbooks. The student's more than ten years of learning mode is such a model. Naturally, if you lose interest in the classroom, students will not be able to concentrate in the classroom. The teacher becomes a “one-man show” in the classroom. Imagine it. With the teaching mode of multimedia technology, we can use the teaching methods of pictures, sounds and videos to stimulate students' hearing and vision, and stimulate students' interest and enthusiasm for learning. At the same time, in the actual teaching process, according to the learning content and characteristics, multimedia devices can be used to set the situation in time, so that students can be immersed in the teaching environment and enhance the teaching effect.

3.2 Improve classroom information, expand class hours, and improve teaching quality

In the traditional classroom teaching process, a large number of class hours are used to learn a large number of book knowledge points, and the teachers are not tired of explaining on the podium. Such a classroom form not only wastes time but also shows that the classroom atmosphere is very dull. However, under the condition of multimedia, the content and form of the classroom can be greatly optimized. Students can not only access and acquire more information and knowledge, but also make the classroom atmosphere easier and more diverse. For example, when explaining a 5A level scenic spot, the traditional classroom teaching method simply lists the names in the scenic spot and lets the students know which attractions are available. However, through the multimedia classroom format, teachers can collect and organize relevant pictures and captions of the scenic spots in advance, and even the scenic spot websites. Students can learn more about the scenic spot knowledge by learning these pictures, descriptions and websites, and expand the knowledge subtly. the amount.

3.3 Enrich the teaching method of basic theory and make theoretical study vivid

There are many theoretical knowledge in some basic courses of tourism major. These theoretical knowledge are often boring. If the teacher only keeps explaining in the classroom, it is difficult for students to concentrate on mastering this knowledge. However, through multimedia technology, these boring theoretical knowledge can be transformed into dynamic learning courseware, which can attract students' attention and enrich students' learning style. For example, the tourism major will involve the course of Chinese geography. The average student will have a headache. Because there are many knowledge points, it is difficult to present the beautiful tourism resources of China only by the content of the book. Using multimedia technology to present the situation of various scenic spots in China to students through pictures and videos, students can not only understand the basic situation of these scenic spots intuitively, but also increase students' desire to learn and make classroom teaching more abundant and Relax and unwittingly expand the amount of student learning.

4. Application Strategy of Multimedia Technology in College Tourism Professional Teaching

4.1 Reasonably set teaching content to visualize classroom teaching

The biggest feature of using multimedia technology and equipment is that it can be more rationally set and optimized according to the teaching content. According to the teaching content, the teacher can transform the single and boring text knowledge points into image and specific multimedia teaching courseware through the animation video and audio presentation methods, and make the original Abstract.course knowledge and teaching resources into simple and clear learning resources. For example, in the process of explaining the basic knowledge of tour guides, some folk culture activities are relatively Abstract. If the teacher only gives a verbal explanation, it is difficult for students to form a complete picture in their minds, which is difficult to learn. If teachers display these knowledge points through multimedia courseware, students can intuitively understand the knowledge points through the form of pictures and videos, and form a complete impression to have a more comprehensive and deep understanding of the knowledge points. In this process, not only

the student's learning efficiency is improved, but also the teacher's teaching process is optimized, saving a lot of teaching time. In addition, it is more important to activate the classroom atmosphere through the form of multimedia courseware, to stimulate students' enthusiasm for learning, and to provide students with space and platform for expanding thinking.

4.2 Enrich teaching methods and teaching materials to make classroom teaching interesting

Interest is the biggest driver of learning. Students who are interested in learning will take the initiative to learn. However, in the traditional teaching mode, the form of classroom teaching is generally explained by the teacher in the classroom. The tool used is a blackboard and a piece of chalk. The classroom teaching is boring and the atmosphere is dull. The multimedia teaching method has the characteristics of vividness, intuition and image. The teachers make different teaching courseware according to the teaching content, and present the knowledge points to the students through the form of pictures and sounds, mobilizing the students' attention and interest. Encourage students to learn enthusiasm and desire for knowledge. In addition, students will actively explore and learn relevant knowledge to further improve classroom teaching efficiency. For example, in the course of learning the wine course, it is very important for the study of wine trademarks. Teachers can use multimedia technology to make wine packaging into teaching courseware, so that students can master different types of wine packaging and learn the knowledge of trademarks. This knowledge is displayed in the form of multimedia pictures or videos, which not only can activate the classroom atmosphere, but also stimulate students' curiosity and interest, fully mobilize the students' senses, encourage students to think about memories, and guide students to passive acceptance as active acquisition.

4.3 Consolidate professional teaching content and focus on classroom teaching

In the multimedia environment, in order to strengthen the students' understanding and memory of the key points and difficulties of tourism expertise, multimedia technology and equipment can be used to re-edit and optimize the text parts of the teaching content, edit the designed syllabus, focus and The difficult part is to deepen the student's impression through key treatment. You can make full use of the editing functions of text in multimedia software, such as bold, underline or artistic words, which can highlight the importance of content. For example, in the process of explaining the "Travel Agency Management Course", for the content of the internal management of the key chapters of the travel agency industry in China, the teacher can display the part of the work process in the form of pictures in the form of pictures, and also through the pictures of different departments of the travel agency. The operation process is presented, and the characteristics of the travel agency management are effectively displayed, which is convenient for students to understand the travel agency management process. At the same time, in order to highlight the key and difficult teaching content, you can fully explore the animation effects and sound effects of multimedia software to attract students' attention and arouse students' curiosity.

Acknowledgements

This research has been financed by Educational and Teaching Reform Projects of Jiangsu Maritime Institute in 2019 "Research and Practice on the Reform of Graduation Thesis (Design) of Tourism Majors in Higher Vocational Colleges" (018G003)

References

- [1] Feng D. (2013). Application of Multimedia in Tourism Teaching. Northern economy and trade, 20(6), 97-98.
- [2] Duan C.C. (2008). On the Effectiveness of Multimedia Teaching of Tourism English. Education and Occupation, 89(9),93-95.
- [3] Jin Q. (2007). A Probe into Multimedia-Assisted Tourism English Teaching in Colleges and

Universities. Henan Education (Higher Education), 3(9), 58-59.

[4] Liu Y. (2007). Application of Multimedia Teaching in Tourism Geography in China. Journal of Liaoning Institute of Educational Administration, 16(2), 66-68

[5] Hou L.M. (2014). A Brief Talk on the Application of Multimedia Courseware in the Teaching of Tourism Management Specialty in Secondary Vocational Schools. Net friend world, 5(18),144-144.

[6] Li X.N., Zhou Q. (2004). On the Application of Multimedia Technology in the Teaching of Tourism Law. Journal of Taiyuan City Vocational and Technical College, 5(S2),63-64.

[7] Sun Y., et al. (2004). Application of Multimedia Assisted Instruction in Tourism Education. Journal of Xi'an Academy of Arts and Sciences (Natural Science Edition), 19(4),83-84.

[8] Han X. (2007). Application of Multimedia Assisted Instruction in Tourism Teaching. Scientific and Technological Information: Academic Research, 2(18), 248.