

Study on the Application of Experience Thinking on Tourism Management Teaching

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Abstract: With the rapid development of tourism, the major of tourism management has become an important part of vocational teaching, but the teaching mode of tourism management is still in an exploratory stage. Experiential thinking is a new type of teaching method at present. It pays special attention to the main status of students in teaching. This has attracted the attention of many education researchers. This article mainly uses experiential thinking as the research object to explore its role in tourism management teaching and effect, and use this to judge its feasibility.

1. Introduction

Experiencing thinking, we can understand from the name that this is a teaching method that emphasizes subjective feelings, and it is students who carry out subjective feelings, which is very different from our traditional teaching methods. In traditional teaching methods, teachers occupy an absolute dominant position, while students can only accept passively. If things go on like this, students will gradually ignore their subjective feelings, which is extremely detrimental to students' growth. The experiential thinking teaching method is a reform of the status quo of traditional education. Teachers mainly guide in it, while students perceive specific knowledge and subjective judgments based on the teacher's guidance, and then the teacher conducts reasonable analysis and analysis based on the results of the students' experience. In this process, students' thinking is free and flexible, and students can feel the most true thoughts in their hearts, which can improve students' self-understanding to a certain extent, and then make more reasonable positioning. Experiential thinking teaching methods need teachers to create a good classroom environment, which can lay the foundation for students to have a good thinking experience. We know that a person needs a quiet environment and a peaceful mentality when thinking about problems. This is for teachers Investigation of basic literacy. Teachers can adjust the atmosphere of the classroom by increasing the interaction with students. The preparation of teaching plans before teaching is also a key factor that affects teaching results. Therefore, teachers should rationally sort out the content taught before class. The core content of the experiential thinking teaching method is to allow students to deeply understand the knowledge they have learned. Only through their own personal experience can students understand and use the knowledge they have learned more comprehensively.

2. The Value Orientation of Tourism Management Teaching-Experience Teaching Thinking

For a long time, students in our country have a single and passive learning style, lacking opportunities for practical operation, independent exploration, cooperative learning, and independent knowledge acquisition. To a large extent, the teaching of tourism management is "class-centered, teacher-centered, and textbook-centered". The process of student learning is understood as a process of passively accepting and memorizing knowledge. As for the process of students' invaluable practice, experience, and feeling in the learning process, they are underestimated or even ignored. There is no doubt that such a teaching process is neither suitable for the needs of social development based on knowledge innovation, nor is it conducive to cultivating all-round people. To cultivate high-quality tourism professionals who are compatible with the development of the tourism industry, it is necessary to deepen the reform of tourism

education, innovate tourism teaching thinking, reform tourism teaching methods, and take “student development as the basic goal” as the basic goal. Examination-oriented education is transformed into an “experience-based” quality education; taking “focusing on student experience” as a value orientation, it is fundamentally concerned with the environment, strategies, methods and ways of student learning. Experiential teaching is to develop students' practical ability and creative thinking by using the accumulated practical experience and abundant representation reserves of students' experience. Experiential teaching is to take students as the main body, create a certain learning environment through teachers, adopt appropriate teaching methods and strategies, and let students personally participate in teaching practice activities, so as to gain experience, and improve their thinking ability, emotional attitude and values, etc. And development. The process of experiential teaching is from concrete to abstract, from individual to general. The purpose of experiential teaching is to derive concepts from experience, master the ability, and finally break away from relying on abstract thinking, and develop students' abstract thinking ability. The core concept of experiential teaching thinking is to focus on the process of student experience, perception, and practice. Through the creation of learning situations, the development of practical links, and the broadening of learning channels, students can enrich their experience and experience, change their learning methods, and achieve knowledge inheritance. The unity of capacity development, attitudes and values. Experiential teaching is an inevitable choice for deepening the reform of higher education, and it is also the internal demand for students' self-development. It is in line with the spirit of the Central Committee of the Communist Party of China and the State Council's “Decision on Deepening Education Reform and Comprehensive Promotion of Quality Education”, that is, changing educational concepts, reforming talent training models, and actively The implementation of heuristic and discussion-based teaching requires students to experience and understand the process of knowledge generation and development, stimulate students' independent thinking and innovative consciousness, and cultivate students' scientific spirit and creative thinking habits.

3. Basic Ways to Practice Experience Thinking in Tourism Management Teaching

Thematic teaching creates a “realistic situation” for students to experience in life perception. The so-called topic-based teaching is a comprehensive arrangement of related concepts, principles, data, materials, etc., based on a certain teaching content, combined with textbooks and reference books, combined with the actual situation of work and life, and presented to students in the form of special lectures. Kind of teaching method. Because traditional theoretical teaching pays too much attention to abstract logical reasoning and mechanical memorization training, and ignores the connection with the reality of life, many students have a boring, mysterious and difficult impression of professional theories, and thus lose their interest in learning. And motivation. For this reason, it is necessary to abandon the past practice of “beheading the head and burning the middle section”, boldly select, supplement and adjust the theoretical content in the existing textbooks, supplement some basic principles in life as needed, and strive to achieve professional theories It comes from life and is used in life, so that students can feel and experience the professional theory by their side. The relevant principles are used everywhere in life, and the professional theory must be studied carefully.

Case-based teaching is based on the students mastering the relevant basic knowledge and analysis techniques, under the careful planning and guidance of the teacher, according to the teaching objectives and teaching content requirements, using typical events to bring students to the scene of specific events for specific Analysis, through independent thinking or collective collaboration of students, to further improve their ability to identify, analyze and solve a specific problem, while cultivating correct management concepts, work style, communication skills and collaborative teaching methods. Case teaching can generally be divided into explanatory cases, exploratory cases and descriptive cases, according to the teaching objectives and content to make appropriate choices and arrangements. Case-based teaching can also compile the problem situations reflected by the theoretical knowledge in the textbook into short and interesting short stories, and then use visual multimedia courseware to make students feel immersive, which can increase the

interest of classroom teaching. Effectively mobilize students' learning enthusiasm, so that they can devote themselves to learning activities. Case-based teaching makes students become the main body of teaching activities. Students experience an open learning atmosphere of autonomous learning, cooperative learning, and research learning in actual situations, and focus on guiding students to better solve practical problems through case analysis and deduction and using concepts. In this process, students should learn to collect all aspects of data and information, learn to analyze the existing data in many aspects, promote the continuous deepening of students' thinking, and cultivate and form in the process of trying to find multiple answers to a problem Creative thinking.

This teaching method can be combined with case-based teaching, allowing students to discuss, prepare, organize and share a case in the form of a study group. Because each student's experience and perception of experience are different, different students' understanding of things cannot be exactly the same. What they see from different thinking angles are different reflections of things, and these reflections can be used to trigger Student exchanges enable students to promote each other. In addition, it can also allow students to experience in the context of group communication and cooperative exploration. What they experience is not only the perception and renewal of knowledge, but also the emotional exchange between students, the collision of thought sparks, and the self-discovery. Potential, show charm, realize complementary advantages, and form a process of teamwork. This kind of discussion and exchange is based on the students' full perception of the knowledge they have learned. After students have their own independent thinking, they can obtain more and more comprehensive information through mutual enlightenment and mutual exchange, and can form a thinking network for knowledge integration. , Form your own knowledge space.

For a long time, classrooms in colleges and universities have basically followed the "cramming" teaching method of middle schools. Students lack the initiative and consciousness of learning. One of the important problems is the lack of guidance and appropriate topics. Many professional courses of the tourism management major can be designed to increase classwork, and through the research of social topics, guide students to research and explore, and cultivate the ability to solve problems. Professional teachers can design various extracurricular survey projects, allowing students to bring projects and questions out of the classroom, enter the society for actual investigation and analysis, and finally draw correct conclusions, and show the team's results in the classroom, sharing the joy of success . This allows students to be problem-oriented, actively prepare relevant knowledge and skills, strengthen interpersonal communication and cooperation, and gradually get in touch with and integrate into society, which can lay some foundation for entering society officially in the future.

4. Application of Experience Thinking in Tourism Management Teaching

The teaching purpose of the tourism management major is to train more tourism talents. In order to achieve this goal, the teaching themes of the tourism major need to be clearer and clearer. We know that there are more tourism models, such as rural tourism, urban tourism, and ecology. Tourism, etc., there are certain differences between these tourism models, but students cannot fully distinguish and understand these contents in the teaching process. At this time, it is necessary to improve the current teaching situation through experience thinking. First of all, teachers can set these different tourism modes into various types with distinct themes through some teaching methods, which is conducive to the intuitive judgment of students. At this time, it is only the preliminary stage of experience thinking; secondly, teachers need to guide them through specific guidance. Let students have a thinking experience of different themed tourism models, so that students can have a basic understanding of different tourism models. Teachers can incorporate some key concepts in the process; finally, students will explain these concepts through teachers' explanations, and then Combine your own experience for a deeper understanding. The use of experiential thinking requires the strong cooperation of teachers, otherwise it will reduce the final understanding.

In tourism management teaching, tourism management knowledge is often obtained by explaining tourism cases, but tourism cases are static after all, and some tourism cases are beyond the scope of students' understanding in terms of specific content, such as tourism cases in Tibet

Contains a lot of content with local ethnic characteristics, and these content are difficult to understand. In view of this situation, we can solve this problem through experiential thinking, but this requires teachers to have sufficient local tourism knowledge. Of course, teachers can use certain channels to increase their understanding of these tourism cases. For example, the current multimedia technology is a Good choice. This technology is also conducive to the development of experiential thinking teaching methods. Teachers can obtain more detailed travel case materials through the Internet, preferably video materials, because students can achieve the effect of understanding through video content and combined with the explanations. Teachers can also use their own tourism knowledge to make such case materials. This making process can further improve teachers' teaching level. In short, the development of experiential thinking teaching methods requires a certain material basis, especially for teaching content that emphasizes specific knowledge, such as tourism cases, should be treated specially.

5. Conclusion

We have already understood the advantages of experiential thinking in teaching, but in the actual teaching process, there are still some difficulties in the use of experiential thinking teaching methods. The main reason is the influence of the teaching environment and the insufficient teaching level of teachers. On the basis of improving the level of professional teachers in tourism management, we should try our best to improve the current teaching environment so that experiential thinking can better serve teaching.

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