

Application of Project-Based Team Learning in Tourism Teaching

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Abstract. On the basis of analyzing the existing teaching problems of Tourism Management Specialty, Combining with the characteristics of tourism teaching, This paper puts forward the teaching mode of "project-based team learning" for tourism management specialty. By setting up highly practical teaching projects, Guiding students to learn autonomously on the basis of teamwork. In order to promote the cultivation of students' theoretical level and professional skills and the formation of their sense of cooperation, This mode is helpful to the development of tourism teaching and the improvement of teaching quality.

Introduction

At present, the teaching mode of Tourism Specialty in our country is mostly traditional teaching mode, which is content-oriented. Teachers mainly teach in class. They are not fully aware of the importance of practical teaching. Teachers are accustomed to cramming knowledge. Students are accustomed to passive acceptance of knowledge, which leads to students' lack of practical ability and affects the quality of teaching. In the traditional teaching mode, students mostly take the individual as the main body of learning. Although this mode can exercise the ability of individual independent thinking and problem solving, it only limits the improvement of students' ability of communication, coordination and cooperation with others. [1-2].

The particularity of tourism specialty requires students' practical ability very high. At present, tourism education in our country only pays attention to the cultivation of students' theoretical knowledge and lacks the cultivation of students' practical ability. Part of the reason is that educators always follow the traditional teacher-centered theory transmission teaching, and part of the reason is that we haven't found a better teaching method. Model to deal with current problems. [3]

The Connotation and Characteristics of Project-based Team Learning Teaching Model.

1. The Connotation of Project-based Team Learning Teaching Model

Project-based team learning teaching model has two basic concepts, one is project, the other is team. Projects refer to the decomposition of problems to be solved into a series of interrelated tasks in order to achieve specific goals associated with reality in a specific time, so that groups can cooperate with each other and effectively organize and utilize relevant resources, thus creating specific products or providing services. Team refers to a small group of people who work closely together and are responsible for each other. They share common goals, performance goals and methods of work, and use them as self-discipline. [4-5] Team teaching mode based on project learning aims is to arrange teaching and curriculum design with project as the carrier and team cooperation as the way. Teachers and students organize teaching activities by implementing a complete "project", which enables students to identify problems, plan action plans, collect information, solve problems, make decisions, complete the research process, and finally present the learning style of works.

2. Characteristics of Project-based Team Learning Teaching Model

The teaching mode is quite different from the traditional teaching method: it emphasizes students' active learning rather than teachers' teaching, designs authentic tasks, encourages self-exploration, stimulates and supports learners' high-level thinking, encourages debate and encourages

reflection on learning content and process. (Table 1) In the project-based team learning teaching model, the three basic elements (teachers, materials, students) of the original school teaching activities are evolved into four, namely, situation, project, students and teachers. Project context is the core of curriculum organization. Students are the people who devote themselves to completing the project. Teachers are the partners and instructors for students to complete the project. With this evolution, textbooks have become vivid, flexible and situational projects, and students have become the first subject of structural teaching activities. [6-8]

Table 1 Three Changes in Project-based Team Learning Teaching Model

Teacher Change of roles	The Change of Students'Role	The Change of Teaching Concept
1. Teachers will change from dominant to dominant	1. Students will change their learning concept from passive learning to active participation.	1. Competence View: The goal is to cultivate students'professional ability to accomplish practical tasks.
2. Teachers will change from performers to directors	2. Students will learn from individual to team to cultivate their team spirit.	2. View of Practice: integrating theory with practice, knowledge with tasks, and learning knowledge in practice.
3. Teachers will change from theoretical type to dual-type	3. Students will change their learning knowledge into project tasks from theoretical learning to learning-doing combined learning objectives.	3. View of cooperation: Take project team as task group, cooperate closely to accomplish tasks, and cultivate team spirit.
4. Teachers will be the guides of selected projects	4. Examination of students will become visible and tangible project results.	4. Structural View: Course Structure and Professional Structure Match each other
5. Teachers are managers of project implementation		5. Outlook on results: Let students get the results of actual value and sense of achievement.
6. Teachers are reviewers of project results		

Combination and Application of Project-based Team Learning Teaching Model and Tourism Teaching

In addition to basic theoretical knowledge, tourism professionals should also have applied ability, especially hotel service skills and tour guide explaining ability. Currently, the classroom teaching mode of tourism management specialty is still in the stage of theoretical teaching, mainly the basic methods of teacher teaching, courseware display and case teaching. The project-based team learning teaching mode is highly practical through setting up. Practical teaching projects guide students to self-regulated learning based on teamwork, in order to promote the cultivation of students'theoretical level and vocational skills, as well as the formation of cooperative consciousness. [9-10].

Table 2 Courses for Tourism Major

Vocational skills	Basic Theory of Tourism Management	Introduction to Tourism, Management, Basic Accounting, Aesthetics, Tourism Economics, Tourism Public Relations, Tourism Marketing, Tourism Geography, Tourism Psychology
	Practical Ability of Travel Agency	Travel Agency Management, Tourism Regulations, Tour Guide Basis, Tour Guide Business
	Hotel Employment Ability	Hotel management, lobby and guest room management, catering management
Professional practice	Tourism Industry Skills	Practice and training

The macro-teaching process of project-based team learning teaching mode generally includes several steps: creating Situational Design Projects - organizing groups - group projects - self-learning Projects - cooperative exchanges - presenting results and summarizing and evaluating them. As shown in Figure 1. [11].

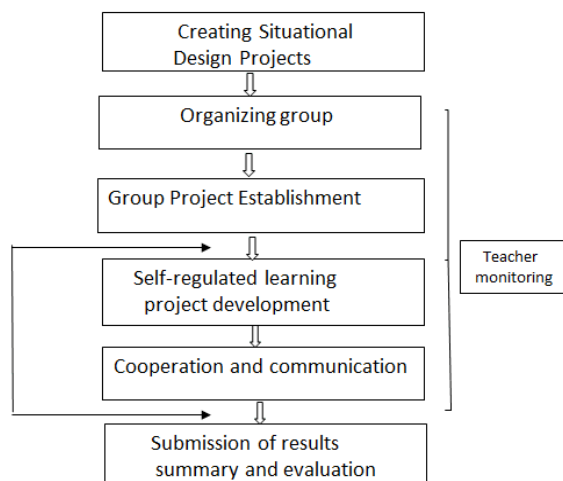


Figure. 1 Project-based Team Learning Teaching Process

Problems and Improvement Measures in Project-based Team Learning Teaching

1. Textbooks

At present, there is still a lack of teaching materials and experimental guidebooks suitable for the project teaching of curriculum. The compilation of curriculum teaching plans mainly comes from the practical experience of teachers and the systematic theoretical knowledge of traditional teaching books, while the real project teaching materials are relatively lacking. It is suggested to compile suitable project-based teaching materials and experimental guidebooks, integrate the knowledge and skills required by professional qualification examination (such as tour guide qualification examination and hotel vocational skill appraisal) into relevant modules, and integrate short-term and long-term goals closely.

2. Student's Knowledge Base and Ability Level

Because of the difference of students' professional knowledge base and ability, the displaying of their learning results also has a gap, resulting in the inconsistency of the project implementation process and effect. In the specific operation process, teachers need to play a coordinating role in the student grouping, fine-tune the team members, and allocate students with different abilities and advantages, which is conducive to the students to play their respective advantages in the project activities, and facilitate students to learn from each other and cooperate with each other.

3. Teaching environment and facilities

The implementation of project-based curriculum teaching needs the cooperation and coordination of the simulated tour guide training room and the hotel practice base of the travel agency training base. As a profit-making enterprise, if we want to combine enterprise profits with students' training plan and practice, we must pay a lot of material resources, financial resources and energy to coordinate and cooperate in an all-round way.

4. Teachers' Ability of "Double Teachers"

Project teaching puts forward higher requirements for teachers. Teachers not only have a systematic thinking of the curriculum, but also have great creativity and adaptability. They should pay attention to the links between related courses. They should master professional practical knowledge and skills, pay close attention to new trends and developments in the tourism industry, keep close contact with enterprises, and contact first-hand information and materials. They should

also do a good job in the command and management of student projects. Coordination of work can design a teaching design scheme which is conducive to the development of personality and overall balance. In order to design the problem well and give proper guidance and help to students, more skills and energy are needed. Whether tourism teachers, especially those in tourism universities, can adapt to the pressures of current teaching and scientific research remains to be verified.

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