

Problems in the Curriculum System of Tourism Management Major and Its Improvement

Bao Chunyu

Henan Agricultural University, Zhengzhou, 450002, China

Keywords: Tourism Management Major; Course System; Reform

Abstract: The new situation of tourism development and the new policy of tourism discipline reform put forward urgent requirements for the optimization and reform of tourism management curriculum system. The optimization of curriculum content and the setting of curriculum system are important aspects of the reform of education and teaching content. The curriculum setting is the core of the teaching plan. The perfection and rationality of the curriculum system fundamentally determine the teaching content of schools and the knowledge structure of students, and the quality of personnel training. Optimize the structure and proportion of professional curriculum system, highlight skills and ability training; pay attention to professional practice teaching arrangements; incorporate tourism service occupation awareness and tourism development education into the tourism management professional curriculum system. The curriculum system should be positioned and designed around the cultivation and promotion of students' core competitiveness. In the design of tourism management curriculum and teaching content, it should cultivate the application-oriented and high-quality management that can fully adapt and guide the development of China's tourism industry Talent as a guiding ideology.

1. Introduction

The sustained and rapid development of tourism stimulates a large number of tourism talents. With China rapidly becoming a major tourism country in the world, tourism has become one of the most important industries in China to absorb employment [1]. The development trend requires tourism management talents to have good foreign language competence, management competence and marketing competence. Management, marketing, planning and finance colleges rely on professional advantages to develop tourism higher education one after another [2]. The curriculum system of tourism management specialty should be set up according to the training target of high-skilled talents of Tourism Management Specialty under the new situation. Under the guidance of modern educational thoughts, we should renew educational concepts, expand professional calibre, adjust students' knowledge, ability and quality structure, reform teaching contents and methods, strengthen quality education, strengthen the cultivation of students' learning ability and innovation ability, and improve the quality of education [3]. Curriculum content optimization and curriculum system setting are important aspects of teaching content reform and one of the basic tasks of higher education reform. The design of the curriculum system is usually based on the development of the disciplinary system [4]. In recent years, the academic community's understanding of the tourism discipline system has entered a new stage of development, which laid a solid foundation for the construction of the tourism management professional curriculum system. The talent training model should adapt to the changing market demand, and only expand the professional caliber and enhance the adaptability, in order to be invincible in the market transformation. Strengthen the foundation, broaden the professional caliber, and achieve through professional module courses [5].

The comprehensive and highly related characteristics of tourism industry require that tourism managers should have corresponding quality structure. The coexistence of tourism management standardization and service individualization requires that tourism managers not only have strong professional competence, but also have higher cultural and professional qualities [6]. Looking at the development history of Tourism Management Specialty in China, it can be seen that the development of tourism industry standardizes the training objectives of tourism management

specialty and the basic abilities and qualities that management talents should possess. From the perspective of curriculum theory, curriculum system is divided into vertical structure and horizontal structure. Horizontal structure is generally divided into compulsory courses and elective courses; vertical structure is also known as hierarchical structure, which includes public courses, basic courses of disciplines, basic courses of specialty and practical courses of specialty [7]. Starting from the integrity of the curriculum system, the connection between tourism education and economic development, and the uniqueness of training specifications, the curriculum system of tourism management is constructed into a system model of time-level-blocking combination [8]. The teaching content focuses on embodying basic, systematic, practical and modern, strengthens the practical teaching links, and guides students to develop self-practical teaching activities such as independent experiments, independent design, and independent internships to cultivate students' learning. Consciousness [9]. How to make the tourism professionals trained in tourism education adapt to the ever-changing industrial structure in the national economy and social development in terms of knowledge structure, skills and quality, has been the common concern of academic circles and industry at home and abroad. This paper studies the problems and improvement ideas of the tourism management professional curriculum system [10].

2. The Necessity of Reforming the Course System and Teaching Content of Tourism Management Major

2.1. Requirements of teaching reform and tourism industry development

Tourism involves food, housing, transportation, tourism, entertainment and purchasing in practice. It engages in a wide range of occupations and has a high mobility. It is an interdisciplinary subject involving geography, history, literature, sociology, management and economics. In curriculum setting, we should consider the subject requirements as well as vocational post requirements. Especially in professional curriculum setting, we should correctly handle the relationship between theory and practice, establish the idea of integrating theory with practice, and strengthen practical teaching. The curriculum system should break the barriers and boundaries between the original curriculum and disciplines, with the core of tourism service skills as the core, and the professional training objectives as the actual needs, and the content of the curriculum should be screened and recombined. Cancel the curriculum that is not closely related to professional practical skills training and theoretically too strong, in order to adapt to the characteristics of tourism management personnel training. It is necessary to form an independent tourism discipline as well as an independent knowledge community of tourism and a sense of innovation. At the same time, it is necessary to cultivate non-intellectual factors such as students' self-confidence, self-confidence, will, perseverance and collaborative spirit. In the current education reform, the practice links should be highlighted. Strengthen the "application" characteristics, and cultivate a professional talent with a solid theoretical foundation, a wide range of professional knowledge, strong practical ability, and a comprehensive quality of medium and high-grade composite and applied types.

2.2. Curriculum system design of tourism management major

Course setting refers to the arrangement of teaching subjects, activities and teaching hours. The curriculum design is a systematic project, and its basic basis is based on the training objectives and subject characteristics. The teaching content is too old, the teaching content is not closely related to social development and industry demand, and lacks of new courses reflecting the new trend of social development and facing the new requirements of China's tourism industry. The courses offered are not closely related to the needs of tourism management business, and they are severely disconnected from the training of talents. The main reason for this situation is that colleges and universities mainly consider the teaching staff, teaching equipment and economic interests of their departments when setting up courses. Some emphasize economic management theory, some emphasize cultural etiquette; some emphasize quantitative statistics, some emphasize qualitative

analysis; some emphasize business management theory, some emphasize tourism planning and so on. Professional skills courses, teaching more operations, teaching is out of practice. At present, many schools often do not have an internship base, or the internship base is imperfect. The traditional teaching methods are still widely used in teaching, attaching importance to the teaching and instilling of theoretical knowledge, ignoring students' operational ability. Cultivation. Therefore, as the cradle of higher tourism talent training, tourism education institutions urgently need to construct an optimized and reasonable curriculum system and scientific teaching implementation strategies to ensure the realization of talent training goals.

The characteristics of Tourism Management Specialty require that the relationship between professional education and vocational education be properly handled. Higher Tourism Management Specialty emerges and develops with the development of tourism in China. The emergence and development of tourism regulates the training objectives of tourism management specialty. Appropriately adjusting the proportion of elective courses in the curriculum system can broaden students' knowledge and cultural horizons to enhance their adaptability in many aspects; adopt compulsory and elective forms to teach students in accordance with their aptitude and diversify training, so that students have to learn as well as take what they need. According to the regional characteristics of tourism, local reality and the field of students' employment, local courses with local characteristics are offered to enable students to adapt to their jobs in the shortest time after graduation. For example, the establishment of interdisciplinary laboratories, interdisciplinary research centers, interdisciplinary plans, interdisciplinary project groups and other subjects will help to accomplish a large number of interdisciplinary scientific research projects and educational plans in a planned and efficient manner, thus fully realizing the good interdisciplinary and integration of disciplines. The principle of proficiency in professional skills is used to optimize the curriculum system, and to add skills courses and comprehensive courses that reflect the new needs of the society, and to form a content of the tourism management professional curriculum system featuring application and skill. To improve students' understanding of knowledge. To improve the teaching effect. In addition, the requirements of the teacher must be the teachers who graduated from the tourism management profession, ensuring that the teachers are familiar with the tourism professional knowledge and management theory knowledge to ensure the quality of teaching.

3. Thoughts on the Reform of Teaching Content of Tourism Management Major

3.1. Optimizing the teaching course content of tourism management major

Optimize the teaching content of tourism management specialty, highlight skills and ability training. Tourism management specialty has strong practicality and applicability, so it can be based on "general theoretical knowledge understanding, professional theoretical knowledge understanding". In the course module design, there seems to be no big difference between the curriculum of "professional courses" and "professional basic courses". Therefore, it is suggested that some courses in "professional courses" should be classified as "professional basic courses" in order to strengthen the setting of basic courses of disciplines. Teachers of tourism specialty should abandon traditional teaching methods, adopt modern teaching techniques and means according to the requirements of the syllabus, and fully mobilize students' enthusiasm and creativity. Practical activities improve cognitive learning, but demonstration teaching has no similar effect. Therefore, in the process of implementing practical learning, students must do it by themselves. Practical learning generally includes two parts: work-based learning and school-based learning. The order of the courses should be in accordance with the law of students' physical and mental development, and take into account the internal relationship of the knowledge system, according to the general, post-specific, from simple to complex, from basic theory to practical application. Cultivate students' certain theoretical foundations; let students systematically study the basic knowledge of all aspects of tourism management, cultivate students' macro professional awareness, enhance students' professional heritage, and provide theoretical support for follow-up or other modules. The tourism industry pays more attention to absorbing the latest research results of the natural sciences and

social sciences, and constantly introduces modern management theories and techniques.

3.2. The content of curriculum system should fully reflect the practical requirements

Teachers are the main body of teaching work. Teachers' professional quality and the degree of knowledge renewal directly affect the success and progress of teaching content and curriculum reform. From the perspective of discipline nature, tourism is a marginal and interdisciplinary subject, and the overlapping of multi-disciplines provides a disciplinary advantage for broadening the professional scope of tourism management specialty. Based on management, Tourism Management Specialty expands its professional orientation to economics, geography, culture, behavioral science, pedagogy, psychology, information science and other disciplines, so as to build solid basic knowledge and broad specialty. Industry caliber. Establish good school-enterprise cooperation, form a comprehensive, multi-form, cross-cutting training network structure. Choose tourism enterprises with standardized management, relatively good conditions and distinct post roles, preferably international chain tourism enterprises. Due to the actual situation in the country, the school can implement unpaid internships with the company for half a year to a year, so the company may give students more opportunities for rotation, thus improving the internship effect. For other practice sessions, it can be set gradually according to different teaching stages, and can be arranged during the course of the course, or it can be arranged after the course to facilitate the learning and consolidation of the students. Strengthen students' conception of production and management of tourism experience products and the cultivation of various related skills. Make the professional and training objectives of tourism management education applicable and forward-looking.

Elective courses are carried out in the form of combination of thematic courses and subject courses. Thematic courses organize knowledge and experience courses around specific themes, which is conducive to students' acquisition of systematic and forward-looking professional knowledge. Focus on training students' practical ability, highlight the practical teaching link, and enhance students' employment ability. From the point of view of improving students' practical ability, the whole tourism management curriculum system must have sufficient practical teaching time, besides guaranteeing practical teaching hours, it must also have standardized teaching content. Learning this module course can enable students to fully understand the design knowledge of tourism experience products, cultivate students' design concepts, and master more professional and scientific design skills of tourism experience products. To transport high-quality application design talents for tourism enterprises. Open general education practice courses related to employment guidance, career planning, etc. We will comprehensively implement the education policy, update educational concepts, broaden professional calibre, reform content methods, strengthen quality education, and improve the quality of education. As a profession, the professional management of tourism should be said to be quite broad. Actively adapting to the development of tourism is the fundamental goal of the reform of tourism management. How to adapt to the needs of tourism development and correctly handle the relationship between professional education and vocational education is a problem that must be paid attention to in the teaching reform of tourism management.

4. Conclusion

In this paper, the existing problems and improvement ideas of the curriculum system of tourism management specialty are studied. As a special industry producing intangible service products and demanding high service level, tourism industry is a highly practical industry, which requires a higher degree of familiarity with first-line business operation skills and practical ability of industry management for tourism management. Tourism enters the paradox of high demand for human resources and low entry of high-quality personnel, resulting in a great waste of limited educational resources and talents, reforming the existing tourism education model, analyzing the existing problems of the curriculum system, defining the improvement measures of the curriculum system, and cultivating competitive tourism talents. Grasp the basic direction of the development of tourism education, and link the training of tourism talents with the actual needs of tourism development, and

reform the curriculum system that is not suitable. The curriculum should be organically combined to form a curriculum system with certain flexibility and vitality, so as to cultivate students' good comprehensive knowledge structure and enhance students' professional skills and comprehensive ability. Optimizing the sequence of combination courses, multi-dimensional and multi-perspective optimization of the curriculum system to make it more complete and scientific is a useful attempt to reform the curriculum system of tourism management. The discussion of the curriculum system of tourism management is a long and tortuous process, which requires the joint efforts of a large number of experts and scholars to further improve.

References

- [1] Wesley S C, Jackson V P, Lee M. The perceived importance of core soft skills between retailing and tourism management students, faculty and businesses. *Employee Relations*, 2017, 39(1):79-99.
- [2] Kennedy-Eden, Heather. Conferences and Conventions: A Global Industry. *Tourism Management*, 2014, 44:123-124.
- [3] Von Bergner N M, Lohmann M. Future Challenges for Global Tourism: A Delphi Survey. *Journal of Travel Research*, 2014, 53(4):420-432.
- [4] Cherro Osorio S G, Best G.A Case Study on Culture Brokers and Their Role in Tourism Management in the Indigenous Community of Taquile Island in Puno, Peru. *International Journal of Tourism Research*, 2015, 17(4):347-355.
- [5] Kim K J, Davies J.A teacher\'s perspective on student centred learning: Towards the development of best practice in an undergraduate tourism course. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 2014, 14:6-14.
- [6] Weaver D, Lawton L. Tourism Management. *Annals of Tourism Research*, 2014, 25(1):724-725.
- [7] Anfuso G, Williams A T, Cabrera Hernández, J.A, et al. Coastal scenic assessment and tourism management in western Cuba. *Tourism Management*, 2014, 42:307-320.
- [8] Ong F, Lockstone-Binney L, King B, et al. The Future of Volunteer Tourism in the Asia-Pacific Region: Alternative Prospects. *Journal of Travel Research*, 2014, 53(6):680-692.
- [9] Leung X Y, Wen H, Jiang L. What do hospitality undergraduates learn in different countries? An international comparison of curriculum. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 2018, 22:31-41.
- [10] Lu A C C, Gursoy D, Chiappa G D. The Influence of Materialism on Ecotourism Attitudes and Behaviors. *Journal of Travel Research*, 2016, 55(2):1-14.