

Research on Practical Teaching Mode of Tourism Management Major in Higher Vocational Education

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Abstract: Higher vocational colleges are an important place for cultivating high-quality workers to the society. In recent years, the tourism management industry has developed rapidly. Higher vocational education should actively undertake the mission of talent training to promote the modernization of higher vocational education and the industry. However, the teaching of tourism management in higher vocational colleges generally has the problems of focusing on theoretical teaching and ignoring practical teaching. At the same time, there are situations in which the teaching mechanism is not applicable and the teaching is scattered and disorderly. The practical teaching effect is not satisfactory. Therefore, strengthen the summary of practical teaching experience Innovations in teaching concepts and methods are of great significance.

1. Introduction

The teaching content under the traditional education model is separated from the tasks of the enterprise and the development trend of the industry, resulting in insufficient employment competitive advantages of graduates and unsatisfactory educational effects such as employment rate. The reason is that students do not have comprehensive literacy such as professional ability and social adaptability, and require teachers to teach knowledge theory and practice teaching simultaneously. Make flexible use of modern educational resources and strengthen the continuous innovation of the practical teaching model of tourism management, so that students can learn more, more comprehensive and practical professional knowledge and skills in an open teaching atmosphere, so as to achieve the quality and efficiency of professional practical teaching keep improve.

2. The Importance of Strengthening the Reform of Professional Practice Teaching Mode

2.1 Meet the Requirements of National Vocational Education Reform

The reform of higher vocational education has accelerated. Under the guidance of several opinions on improving the quality of talent training and the decision to accelerate the development of modern vocational education, the direction, requirements and standards of the multi-dimensional reform of higher vocational education have been further clarified. At the same time, reform paths such as deepening school-enterprise cooperation, integration of work and learning, and integration of production and education were proposed to promote the normalization of education reform. Put forward guiding opinions to improve the effectiveness of practical teaching, which is more conducive to continuous improvement of teaching quality and efficiency.

2.2 Meet the Requirements of Integration of Production and Education

Since the implementation of the “Several Opinions of the State Council on Deepening the Integration of Industry and Education”, the education reform concept of deepening the integration of industry and education, integrating the education chain with the talent chain and the industrial chain has been deeply rooted in the hearts of the people. It is also improving the quality of talent training and promoting the structural reform of the talent supply side. The urgent requirements of the government are of practical significance for promoting economic transformation, improving the

quality of education, and implementing employment and entrepreneurship. The “Opinions” put forward measures and requirements to deepen the integration of production and education, rigorously formulated the division of key tasks from the micro to the macro level, and made a systematic top-level design and system deployment for the reform of higher vocational education [1].

2.3 Cater to Professional Development Trends

Higher vocational tourism colleges are the main force in cultivating talents needed by the industry. Under the influence of quality education and industry development trends, the educational philosophy of cultivating high-quality workers in the past has gradually shifted to humanism-based high skills and innovation. With the change of the concept of cultivating talents, the pressure of vocational education reform has gradually increased. Especially under the education situation that promotes the deepening of the integration of production and education, the education of higher vocational tourism management should keep pace with the times and seek progress in stability, fully implement practical teaching reforms, improve the quality of talent training, and actively promote the supply of talents Side structural changes. Promoting the reform of the professional practice teaching model is conducive to improving the teaching effectiveness of the tourism management major, completing the talent training goal as soon as possible, and promoting the modern development of higher vocational tourism colleges.

3. The Status Quo of Practical Teaching Mode

The traditional practical teaching mode of tourism management in higher vocational colleges is relatively simple, mainly based on professional internship and in-school training. The application effects of various teaching modes are different. The combination of various teaching modes is more conducive to the value of practical teaching.

3.1 Professional Trainee

Professional internship refers to organizing students to visit and experience in relevant departments and units according to the characteristics and nature of the tourism management major, to feel the reflection of the professional knowledge learned in life, to understand the current application of professional knowledge in society, and to clarify the development trend of professional technology and the role of talents in society. Course probation refers to the fact that teachers organize students to take probation in enterprises or scenic spots at appropriate times according to the learning requirements of professional courses. It has the advantages of convenient organization, quick results, and low cost. However, students only focus on observation, and the effect of practical ability training is not ideal, which is not conducive to the realization of the three-dimensional teaching goal as soon as possible [2].

3.2 School Training

In-school training refers to active classroom teaching activities using resources such as experimental training equipment in the school. The on-campus training room simulates the real working environment of the enterprise. Teachers explain and demonstrate at the same time, allowing students to intuitively learn professional knowledge and skills, and finally realize teaching integration. On-campus training can enable students to initially master job knowledge and skills. Be able to intuitively learn professional skills and achieve integration of teaching and doing. There are various types of training rooms in the tourism management major, including simulated tour guide training rooms and physical etiquette training rooms. Teachers can choose different training rooms to start teaching according to teaching requirements. However, there is a big deviation between the corporate working environment simulated by the school training and the actual situation. In addition, most schools ignore the cultivation of students' practical ability and lack investment in the construction of training rooms and infrastructure. However, this model also has shortcomings. This is mainly reflected in the gap between the training room and the real working environment of the

enterprise. At the same time, due to the limited funds of some schools, lack of and backward training equipment, it is difficult to improve the teaching quality of training, which is not conducive to quickly achieving the purpose of training.

3.3 Off-Campus Internship

Off-campus internship refers to the cultivation and exercise of quality of students in cooperative enterprises or units with their professional counterparts, including comprehensive qualities such as management ability, innovation ability and practical skills. The internship time is controlled within three months. The internship method is generally that the employees of the company teach interns, guide them to gradually adapt to the job environment and work requirements, and gradually improve and update their professional knowledge and skills in practice. Encourage students to find their own professional counterpart companies or units for short-term internships during the holidays; while feeling the atmosphere of the real working environment, improve their practical skills as soon as possible. However, the internship practice of this learning method is short and can only experience the work requirements and environment of a certain position or department. It is not conducive to the formation of a rich knowledge structure system and a systematic practical skill system for students. At the same time, it requires the cooperation and manpower of the enterprise. The requirements for resource management are high.

3.4 Comprehensive Practice

The college usually arranges for internships in cooperative companies during the junior semester of students, according to the talent training model and requirements, and requires internship students to strictly implement the duties and missions of the corporate position. On-the-job internship is a buffer period to improve students' social adaptability, which can help students gradually develop professional qualities and job skills, so as to easily cope with the job. Students learn two years of professional knowledge and skills in the school, and internship is a good opportunity for students to apply their knowledge and learn by analogy, which is more conducive to the improvement of students' comprehensive ability in theory and practice. But in fact, the number and type of school cooperative enterprises are small and the scale is small. It is necessary to strengthen the depth and breadth of cooperation and other dimensions to ensure the systematic development of students' practical skills and the integrity of the knowledge system.

4. Third, the Path of Professional Practice Teaching Model Innovation

After years of exploration, the professional education of tourism management in higher vocational colleges has formed a practical teaching model that meets the development capabilities of the college and the cultivation of social talents. However, after many years of modern education system reform, the talent training model and system of traditional higher vocational tourism colleges have been relatively solidified. In practice teaching, there are generally imperfect teaching mechanisms for school-enterprise collaborative education, weak teachers, and practical teaching methods. Problems such as unsound and practical teaching system. We should actively strengthen the innovation of practical teaching model, based on the principle of bringing in and going out, learn more from the establishment and development experience of excellent domestic and foreign tourism management professional practical teaching models, and strengthen rectification according to the actual situation of the colleges, so as to achieve continuous improvement of the quality of practical teaching.

4.1 Improve Practical Teaching Mechanism

In the practical teaching of tourism management major, the practical teaching mechanism of school-enterprise collaborative education is established and perfected gropingly. Enterprises have always been in the dominant position in talent training, and should strengthen the in-depth cooperation between schools and enterprises, and schools and enterprises should jointly create a talent training mechanism that integrates talent training, process management, and results sharing.

Adopt measures such as introducing schools into enterprises, attracting enterprises to reside in schools, and introducing enterprises into education, to promote the integration of production and education, and continuously improve the enthusiasm and effectiveness of enterprises to participate in talent education. In addition, guide enterprises to actively participate in the research and development of teaching materials, curriculum system construction and teaching design of practical teaching of tourism management to ensure the pertinence and professionalism of practical teaching. Enterprises should participate in the training of talents in schools in multiple ways and in all directions, facing the real working environment and requirements of enterprises, and efficiently launching task-based and project-based talent training models [3].

4.2 Strengthen the Construction of Teaching Staff

The professional quality and professional competence of the teachers directly affect the improvement of the effectiveness of the practical teaching of tourism management. However, the construction of the teaching staff is a systematic project and cannot be carried out blindly and subjectively. It should be based on the multiple concepts of school-enterprise education, including concepts such as modern apprenticeship, and establish school-enterprise collaborations such as professional leaders outside the school, professional leaders in the school, and principal part-time teachers. The faculty of educating people. The first is to improve the system for teachers to regularly participate in practice exercises in enterprises during practical holidays, and enterprises to improve the part-time system to cultivate a dual-teacher practice education team that meets the requirements of modern education reform. The second is to encourage and guide enterprise professionals to participate in practical teaching guidance, and lead and part-time teachers to jointly develop teaching materials and curriculum standards, enrich the types of activities that attract enterprises to teach, and improve the training system for part-time teachers as soon as possible. The third is to enrich the development methods of practical activities, including mobile classrooms for corporate staff part-time teachers, individualized coaching and follow-up tutoring and other teaching methods to achieve efficient use of existing human resources and educational resources.

4.3 Introduce Social Forces

In order to establish and improve the integration system of industry and education with the goals of resource sharing, functional complementarity, and close cooperation as the main objective as soon as possible, in addition to strengthening in-depth cooperation with enterprises, schools should also pay attention to close interaction with the industry, the government, and other schools. Through close cooperation with school administration, colleges and universities can use the power of the government to increase the influence of professional education. Through close cooperation with the industry, colleges and universities can play the role of the industry in coordinating and guiding the reform of the modern education system, and further strengthen their social service capabilities; colleges and universities can meet the needs of regional development and industrial development through close cooperation with enterprises. As well as the seamless connection of resources such as the latest professional standards and job specifications, the practice teaching of the tourism management major is closely aligned with the work process, requirements and standards of the enterprise, thereby continuously improving the quality of talent training. Through the communication and cooperation and interaction between colleges and universities, the sharing and co-construction of educational resources can be realized, which is more conducive to improving the construction level of tourism management.

4.4 Improve the Practical Curriculum System

On the basis of the integration of production and education and close cooperation, strengthen the construction of professional practice courses and improve the system. In the first semester, colleges and universities offer practical courses on tourism industry awareness and apprenticeship, and the course teaching is controlled within a week. Enriching curriculum teaching methods, including graduates back-to-school seminars, technical backbone lectures, and tourism enterprise visits and other forms, so that students can understand the tourism management industry and enterprises in an

all-round way. In the second semester, the college offers practical courses for internship at scenic spots and tourist route training. The former course is controlled within four weeks, and the latter course is controlled within three weeks. In the former course teaching, the main purpose is to allow students to enter the scenic area to understand the relevant knowledge content such as operation management, job standards and job settings, so as to improve the comprehensive quality of students' ability to lead groups and guide explanation ability. The latter course teaching mainly adopts the method of stepping on the route and designing the route to improve the students' innovative thinking ability in developing tourism routes and tourism products. In the third semester, the school set up a practical course of tourism vocational skills experience. The teaching time of the course is controlled within five weeks. The theoretical guidance of career planning is strengthened, so that students can choose career positions reasonably according to career planning, and enter the enterprise to experience and experience the real working environment. And requirements, to help students understand the job operation process and skill requirements, and further strengthen students' professional awareness and skills. In the fourth semester, the school started to set up a practical course for the tourism enterprise lecture hall. The course teaching time is controlled within one week. Through expert lectures, it will explain to students the relevant knowledge and skills of corporate culture, industry development trends, and enterprise operation and management experience. Starting from the fourth semester, the school has set up practical courses for comprehensive internships in the tourism industry. The teaching time of the courses is controlled within ten weeks. Students are guided to enter scenic spots and travel agencies and other cooperative units for rotation internships to comprehensively learn and master job skills. In the sixth semester, the school sets up a practical course for graduation design, and the teaching time is controlled within four weeks; it is mainly to exercise students' entrepreneurial ability and problem analysis and solution ability. In the sixth semester, the school set up a practical course for internship. The teaching time of the course is controlled within ten weeks. Students choose internship positions according to their career plans, and carry out internships and employment on the posts. The development and implementation of practical courses should always be carried out around the principle of gradual progress and integration, to improve students' professional quality and practical skills in an all-round way, and to meet the talent training standards and enterprise needs of cooperative enterprises as soon as possible. In addition, the development and implementation of practical courses should be appropriately adjusted around industrial development to strengthen the flexibility and extensibility of the practical course system. The development of practical courses should actively connect with industry standards, job specifications and actual work processes and other comprehensive influence factors, sort and process materials according to the actual working environment of the enterprise, and form a teaching case database as soon as possible, and finally realize the reference and sharing of resources of similar institutions.

5. Conclusion

The practice teaching mode of tourism management major in traditional vocational colleges is relatively solidified, and there are many problems in practice. In order to promote the continuous improvement of practice teaching quality and the advancement of modern education reform, it is necessary to cater to the integration of production and education and other talent training goals. Adopting school-enterprise cooperation and other means to gradually optimize the talent training model to clarify where students graduate.

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