

Research on Practical Teaching System for Tourism Management Major

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Keywords: tourism management major; practical teaching system; higher education; existing problems; implementation paths

Abstract: Through investigation and research and systematic analysis, aiming at the problems existing in the practical teaching of tourism management, a tourism management consisting of “practical teaching management content system, practical teaching management support system, practical teaching management assessment system, practical teaching management feedback system” was constructed. This paper puts forward the implementation path of practical teaching in tourism management: combining theoretical knowledge with teaching practice, further improving the overall quality of teachers, creating good teaching conditions for intra-school training, strengthening the construction of off-campus practice bases, strengthening the monitoring of practical teaching, and increase the proportion of practical courses through training programs. The application of the research results in this paper will help reform the training model of tourism management professionals and comprehensively improve the practical ability of students majoring in tourism management.

1. Introduction

The tourism management profession is oriented towards modern tourism. According to the development of the tourism industry, it fosters the line of support for the party, adapts to the needs of the first line of production, management and service, and has high-tech applied professionals with comprehensive development of morality, intelligence, body and beauty. On the basis of basic theoretical knowledge and professional knowledge, students focus on the areas of tour guides, travel agencies, tourist attractions and tourist shopping shops, basic skills and basic skills in practical work, good professional ethics and professionalism; master modern tourism theory and method of business management, competent senior talents and entrepreneurial talents in tourism enterprises and related industry management, teaching and research work. With the rapid development of the tourism industry, China has become the world's largest domestic tourism market. The demand for tourism management professionals not only stays at the grassroots service staff, but also requires a large number of managers and highly skilled professionals.

Tourism is a comprehensive and comprehensive service industry with a wide range of marginality and integration. Practical teaching has an irreplaceable role in the tourism management profession with the aim of cultivating applied talents. Practical teaching is the continuation, supplement, expansion and deepening of theoretical teaching. It is to enable students to verify and deeply understand the theoretical knowledge, master practical skills, improve analytical problems and solve problems. Practical teaching is also an important part of making students become application-oriented advanced technology and management talents that meet the needs of professional positions. This paper studies the practical teaching system of tourism management, assists the reform of the training model of tourism management professionals, comprehensively improves the practical ability of tourism management students, and promotes the development of China's tourism industry.

2. Existing problems on Practical Teaching for Tourism Management Major

In recent years, higher education attaches great importance to practical teaching, pays attention

to the cultivation of students' practical ability and innovative ability, and has achieved gratifying results. However, there are still many problems, mainly in the following four aspects:

(1) The conditions of the practice base are backward. Most of the cooperation with tourism companies is that the internship teachers and students learn to communicate on their own, the cooperation relationship is loose, and the reliability and stability are obviously insufficient. Most of the material conditions of the training base are derived from school funding and institutional investment. Some institutions have always used the incorrect concept of quantity and scale as their own advantages, resulting in the teaching resources not yet being rationally allocated. The construction of practical training bases is not consistent with the actual needs, which restricts the development of practical teaching.

(2) Theoretical teaching tasks are biased. There is an unscientific phenomenon in the design of teaching materials and the curriculum norms. Although the content of teaching materials is constantly reformed and developed in the direction of application, it is still unable to change the status quo of theoretical teaching because of the relatively large number of knowledge points. At present, the teaching of tourism management is not only related to tourism courses, but also includes management courses and basic culture courses. The number of courses is relatively large, and it is impossible to devote more time to practical teaching, resulting in insufficient practical operation ability of students.

(3) The depth and breadth of the integration of production and education is lacking. At present, the integration of production and education in the training of tourism management professionals is mostly limited to the practical teaching and training model for "school-enterprise cooperation". Practice teaching is mainly based on individual skill training or post-training in the traditional sense. It is difficult to achieve deep integration of professional ability and general ability. Comprehensive quality education and comprehensive vocational ability training have not been truly implemented. The integration of production and education is only traditional school-enterprise cooperation, and does not emphasize the social nature of the industry.

(4) The team of teachers is scarce. Teachers play an irreplaceable role in education and teaching activities. The tourism management profession is a very practical discipline. It requires a high level of teachers. It requires not only a solid theoretical foundation and rich teaching methods, but also relevant practical experience in the tourism industry. It combines practical teaching with theoretical teaching. At present, many professional teachers in tourism management are held by teachers of other disciplines. The professional foundation is weak, and it is difficult to effectively carry out various teaching activities, which reduces the effectiveness and quality of teaching.

3. Construction on Practical Teaching System for Tourism Management Major

The practical teaching system is the overall organic connection composed of various elements of practical teaching activities. To build a practical teaching system, we must adhere to a high starting point, embody scientific, forward-looking and operability, and combine production, learning and research to fully reflect the characteristics of running a school. The students' cognitive rules and the content of the teaching content are determined by the relationship between the students, and the modules for capacity training and practical teaching are determined. The project-driven innovation and practice teaching content is constructed to build a hierarchical and modular practical teaching system to enable the application of talents. The training path is clearer, the target orientation is clearer, the link design is more scientific and reasonable, and the content is more closely integrated with the actual, which meets the needs of application-oriented talent training. In accordance with the requirements of "focus on foundation, strengthen training, strengthen comprehensiveness, and cultivate ability", and follow the principles of "target, characteristic, practical, innovative", the practical teaching system of tourism management is constructed as shown in Fig. 1.

(1) Practice teaching management content system. The content system is the basis of the practical teaching system, including three aspects: First, the practice of teaching system management. The system itself must be procedural, providing a basis for people's work and activities to follow. Institutional management is an important aspect of practical teaching, and it has

a prompt and guiding role for teachers and students to carry out practical teaching. The second is to practice teaching organization management. The practical teaching work is led by the school, and the important practical teaching sets up an internship leading group, which is composed of the school principal, the school-enterprise cooperation department, the education department, the teaching and research section and the student department head. The third is to practice teaching management. The instructor conducts experimental teaching in strict accordance with the curriculum and teaching plan, and fills in the record of practical teaching execution according to the laboratory management requirements. The experimental teaching that is not carried out in the laboratory is combined with the actual situation to make a record of operation.

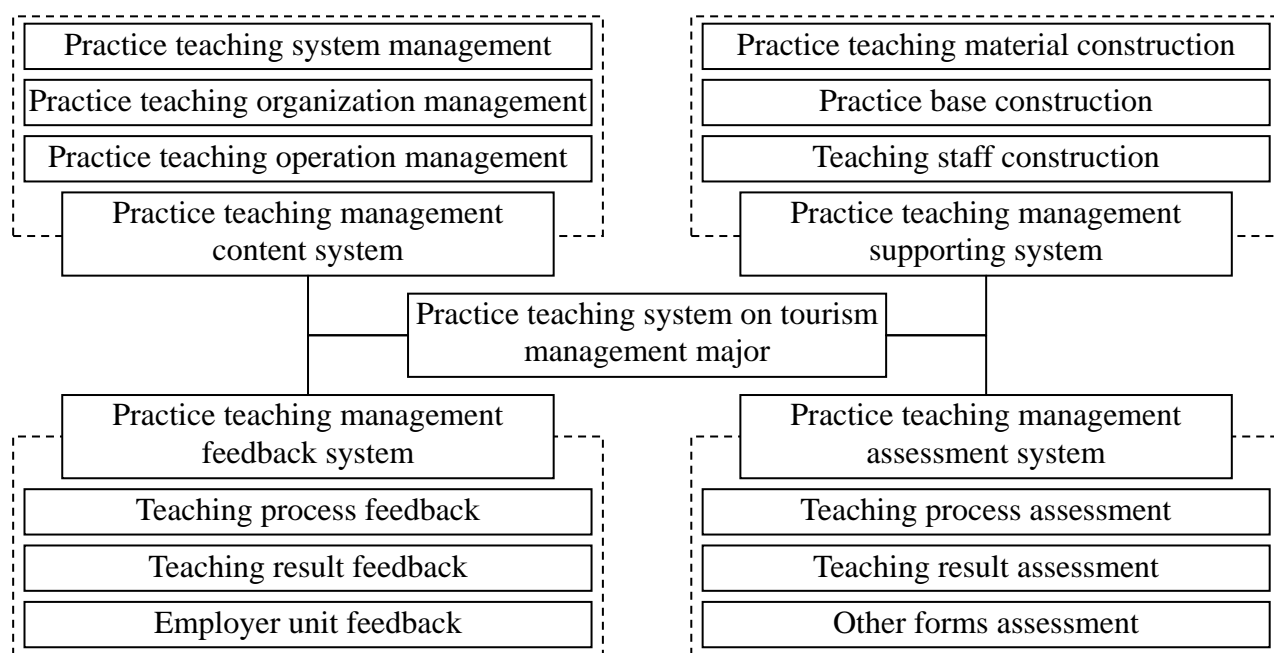


Fig. 1. Practice teaching system on tourism management major

(2) Practice teaching management support system. Specifically, it includes three aspects: First, the construction of practical textbooks. The construction of teaching materials is the key link to improve the quality of personnel training. It is necessary to take strong measures to support the construction of teaching materials, and establish a teaching material construction leading group led by the vice president of teaching work, responsible for the planning and guidance of practical textbook construction. Second, the construction of the internship base, in the process of the construction of the off-campus practice base, should strive to establish a long-term operational mechanism, clear the practice of projects and content, and strive to expand the scope of cooperation while completing the teaching tasks, to provide services for enterprises, and strive to produce Combine. The third is the construction of the teaching team. The construction of the teaching staff is the basic project of practical teaching. With the gradual dilution of the boundary between theoretical teaching and practical teaching, the "double-type" teacher team with higher professional theoretical level and strong practical operation ability has become a key factor in the success of integrated practical teaching, which means it is necessary to build a faculty with high theoretical level and rich teaching experience.

(3) Practice teaching management assessment system. Practice teaching assessment is one of the basic ways to evaluate the quality of practical teaching and to test students' professional quality and professional ability. Based on the practical teaching objectives, the results of practical teaching can be measured by testing the degree or level of students' professional quality development, vocational skills mastery and professional ability. It includes three aspects: First, the assessment of the teaching process, real-time assessment of students' mastery of practical teaching, and students to complete the learning process in the course of intense training. Second, the assessment of teaching results can be carried out in the form of summative evaluation, which is evaluated after the

completion of the teaching activities. The purpose is to make a conclusive evaluation of the quality of the staged practical teaching. Third, other forms of assessment, including practical skills competitions and innovative design competitions, have become an important complement to the first two assessment methods.

(4) Practice teaching management feedback system. Feedback is the basic concept of cybernetics. It returns the output of the system to the input and changes the input in some way, which in turn affects the function of the system. The output is returned to the input through the appropriate detection device and compared with the input. The practice teaching management feedback system mainly includes three aspects: First, the feedback of the teaching process is mainly to feedback the information of practice discipline, teacher guidance and student preparation, emphasize real-time, and find problems in time. Second, feedback on teaching results is mainly focused on the overall effect of practical teaching such as student experiment report, course design, internship report and graduation design. Third, feedback from employers is used to feedback problems discovered by employers. The practice teaching management feedback system can continuously improve the practical teaching management content system, monitoring system and assessment system.

4. Implementation Paths on Practical Teaching for Tourism Management Major

To improve the practical teaching level of the tourism management profession in an all-round way, it is necessary to proceed from the actual teaching situation and adopt scientific and reasonable methods and means to strengthen the overall practical teaching effect. In view of the problems existing in the practical teaching of tourism management, it is necessary to implement effective paths, give full play to the overall advantages, and promote the improvement of students' practical ability. The implementation path of the practical teaching practice of tourism management proposed in this paper is as follows:

(1) Theoretical knowledge is combined with teaching practice. Theoretical knowledge serves practical teaching, guides students to quickly understand and master knowledge points, combines theoretical knowledge with life practice, and enhances students' enthusiasm and initiative. Teachers can guide students to visit large-scale, well-managed travel agencies, and let students clarify the organizational structure and job responsibilities of different departments, and have a basic understanding of future jobs. Teachers can also form students into a tourism team to explain through the regular tour guides, so that students have a more comprehensive understanding of the tour guide work, and strengthen the students' professional knowledge.

(2) Further improve the overall quality of teachers. The overall quality of teachers determines the final effect of practical teaching. Professional teachers must not only have solid theoretical knowledge, but also require high hands-on ability and rich work experience to provide effective guidance to students. The tourism industry-related enterprise executives and excellent managers can be hired to give lectures at the school, and the teams of professional practice teaching teachers can be set up to effectively guide the teaching practice activities. It is also possible to organize teachers to participate in training activities on a regular or irregular basis, or to exchange learning with well-known tourism companies and tourist attractions, and to train a team of "double-skilled" professional teachers.

(3) Create good teaching conditions for on-campus training. The practice base is the basis for carrying out practical teaching, and is the main platform for cultivating students' practical ability. Building a practical teaching base for tourism management is an important guarantee for cultivating qualified tourism professionals. Establish and improve the practice base in the school, attach great importance to graduation internships, and improve the quality of graduation design and graduation thesis. Fully understand the importance of practical training in schools, the practice training take service as the purpose, take employment as the orientation, fully implement the scientific development concept, establish a professional training environment with professional features and simulation functions, strengthen students' professional quality and cultivate students' vocational skills.

(4) Strengthen the construction of off-campus practice bases. A solid off-campus practice base

has become a new trend in the development of tourism education. As a tourism professional with strong practical requirements, it is necessary to increase the construction of off-campus practice teaching bases to meet the needs of students for off-campus internships. Strengthening the construction of off-campus bases can promote the combination of schools and travel agencies, which make the teaching content more in line with the dynamic changes of the tourism market, and cultivate high-quality tour guide talents. For colleges and universities, school-enterprise cooperation is the most effective way to use social resources. In addition to the conventional teaching methods, there are more teaching methods to choose from.

(5) Strengthen the monitoring of practical teaching. The system is the basis and base of management. According to the new form of practical teaching and its reform, the teaching management system is gradually established and perfected, so that the quality monitoring of practical teaching is scientific and standardized. We should establish a two-level supervision system for schools and colleges, conduct teaching supervision and monitoring according to practical teaching norms and systems, collect information and conduct assessments in a timely manner. Give full play to the subjective initiative of practical teaching teachers, and constantly carry out self-summary, self-evaluation, self-monitoring and self-regulation. Teachers actively participate in the practice teaching quality monitoring, which becomes an important measure to improve the quality of practical teaching.

(6) Increase the proportion of practical courses through training programs. At present, the theoretical curriculum is relatively heavy and lacks teaching practice. Therefore, in the teaching design, the proportion of theoretical courses should be appropriately reduced, and the teaching content should be maximized on the basis of ensuring the teaching of knowledge points, and the practical operation ability of students should be comprehensively cultivated. The training courses will be processed in a project, the training courses will be produced into projects, and the teaching will be carried out through the project mode. Students will actively participate in the course learning. In the design of the training course, the knowledge points of the theoretical course are fully integrated, and the contents of each part are covered to comprehensively enhance the ability of students to integrate theory and practice.

Acknowledgement

This work is supported by Teaching reform project of Bohai university (BDJG_18_YB_B_24): Research on practical teaching system of "three horizontal and four vertical" for tourism management major; Postgraduate teaching reform project of Bohai university (yjsjg20170020): Research on Joint Training for School and Enterprise of MTA.

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