

## Research on Practical Teaching of Tourism Management Major

Xu Zhu

Modern Service College, Jilin Technology College of Electronic Information, Jilin, Jilin, 132021, China

**Keywords:** Practical teaching, Tourism management major, Student education

**Abstract:** In recent years, the tourism industry has developed rapidly, and tourism companies have continuously increased their requirements for tourism professionals. However, the contradiction between the supply and demand of tourism professionals has long existed. Improving the practical teaching of tourism management is an important way to solve the contradiction between talent supply and demand and train high-quality tourism professionals. Based on the above situation, according to the training needs of tourism management professionals, based on the scientific and reasonable integration concept, the author aims to achieve students' "high starting point employment", and constructs an integrated practice teaching of tourism management that promotes the sustainable development of tourism. The system, which plays a role in the construction of the practice teaching of the tourism management major, enriches the connotation and system structure of the practice teaching of the tourism management major, and strives to cultivate tourism management that meets the needs of students, colleges, enterprises and society, solid professional basic skills, and comprehensive professional quality. professional.

### 1. Introduction

My country's tourism industry is developing rapidly. In contrast to this situation, the contradiction between the supply and demand of tourism management professionals has long existed. On the one hand, the demand for high-quality professionals from tourism companies is increasing. On the other hand, tourism management graduates are unable to find ideal jobs in the industry and turn to other industries. At this stage, discussions on the contradiction between the supply and demand of tourism professionals are more common. This problem is still an important issue that restricts the development of tourism management. Under such circumstances, my country's college tourism education is in an awkward position. Without considering the expansion of colleges and universities, in a sense, the development of tourism management in colleges and universities is slow. In order to achieve sustainable development in the teaching of tourism management in colleges and universities, it is necessary to reform the traditional teaching mode of tourism management, change the education system and education concept of "emphasizing theory and light practice", and highlight the application and practical characteristics of tourism management. Ensure the sustainable development of tourism management majors in colleges and universities. Changes in the external environment provide opportunities for reform. At present, various external conditions provide a good opportunity to solve the problem of the contradiction between the supply and demand of tourism education and to assist in the reform of tourism teaching mode: First, the employment prospects are stable. The rapid development of my country's tourism industry is facing a huge talent gap, which is to provide a large number of employment opportunities for tourism majors. An excellent tourism development environment provides a solid foundation for solving tourism education problems. The second point is the change in students' attitudes towards employment. For a long time, the industry recognition of tourism majors has been low, and there is a one-sided perception that tourism service jobs are inferior to others, making it difficult to increase the professional employment rate and stability. However, with the continuous emergence of college students' difficulties in finding jobs and unsatisfactory jobs, some students' career choices are changing, and their willingness to engage in tourism is increasing. The above content provides a strong guarantee for the reform of tourism practice teaching.

## **2. The Necessity of Tourism Practice Teaching**

With the development of society and the progress of science and technology, the measurement standards and values of talents in all walks of life in society are changing. Higher and newer requirements are put forward for the practical ability and comprehensive quality of modern graduates. The selection of talents by employers will no longer rely on a diploma, but depends on whether they have practical and practical ability. Many colleges and universities believe that the goal of higher education is management-oriented practitioners and research-oriented scientific researchers. Education emphasizes theory rather than practice. This understanding continues to this day. We should find that although the tourism higher education has made great progress, the nature of work in the tourism industry has not changed. On the contrary, with the rapid development of my country's tourism industry, the demand for tourism management professionals is becoming more and more urgent. This demand is not only reflected in the quantity, but more in the quality of talents. At present, there are faults in the first-line grassroots management talents of tourism enterprises. Such talents must master the theory and know the practical operation. Therefore, it is of great significance to cultivate students' practical ability and innovation ability and carry out practical teaching.

China's tourism industry has become the most dynamic and potential industry in the tertiary industry, and has become a new growth point for the national economy. With China's entry into the WTO and the in-depth development of the market economy, people have fully realized that the key to enterprise competition lies in the competition of talents. If tourism companies want to gain a foothold in the increasingly fierce market competition, they must seek new breakthroughs and innovations in human resource management and development. Therefore, universities must train a large number of high-quality tourism management talents. To this end, Chen Zhixue, deputy director of the Personnel and Education Department of China National Tourism Administration, pointed out: The first thing to improve the mechanism of talent training is that colleges and universities should adjust and determine talent training plans in accordance with the development of the tourism industry and the needs of the talent market, and do as much as possible. According to the need to set production." Colleges and universities should adjust education, teaching and training requirements according to the needs of the talent market, and vigorously cultivate marketable tourism management talents. Strengthen practical teaching links, close contact with relevant departments such as hotels, travel agencies and tourist attractions, and establish a group of long-term and stable training, internship bases and employment channels. Is the tourism management professional education of tourism colleges really effective? The key to creating characteristics is also related to the realization of the training objectives of tourism management professionals.

At present, the tourism management profession is developing rapidly. Although there are a large number of colleges and universities that have established tourism management, most of the teachers are transferred from other related majors such as economics, management, history, geography, etc., and have not received systematic tourism higher education, Lack of basic experience in practical operation and operation and management in the tourism industry, and still follow the traditional teaching model in teaching. In terms of the overall design of the curriculum, refer to the 1998 National Ministry of Education's catalog of undergraduate majors in ordinary colleges and universities for tourism management. Designed according to the requirements of business training objectives, the content of practical teaching is rarely involved, and the pace of reform of practical teaching is slow.

## **3. Analysis of the Status Quo of Practical Teaching of Tourism Management**

Although the status of practical teaching is recognized by most colleges and universities, some leaders in charge of tourism in some colleges and universities also treat traditional disciplines in a way that believes that higher tourism education is to train tourism management talents rather than tourism services or operators. Therefore, There is no need to spend too much time for internships, and there is no need to use simulated guest rooms, simulated restaurants, etc. to train students'

practical skills during the teaching process, so the strengthening of tourism practice is not supported. The practice teaching of tourism management major in colleges and universities that emphasizes practical teaching generally includes two major aspects and four parts: field practice (tourism cognitive learning), tourism enterprise (tourism agency and tourist hotel) practice, indoor practice teaching and simulated practice teaching. These four parts are reflected in the teaching plan, the rules of teaching time, the determination of credits, and the delineation of teaching content. The assignment of each school is different to reflect the teaching characteristics of the school. Schools have also increased their investment in practical teaching facilities and equipment, and established simulated classrooms such as model restaurants, simulated tour guides, and simulated guest rooms. At the same time, they paid attention to the construction of off-campus practice bases and opened up tourism practice bases. And in accordance with the principle of mutual benefit, try to strive for cooperation with professional-related enterprises and institutions so that students can study in the actual professional environment. Although most schools now have practical teaching arrangements and internship time is relatively abundant, the learning effect is still not satisfactory.

The training goals of tourism management students are relatively clear, but the goal of practical education is not clear is a common problem in all tourism colleges. Mainly manifested in: First, there is no independent practical education teaching plan. At present, in the professional teaching plan, only the professional direction is used to determine the practical content, specify the hours and credits of practical education. What is the purpose of each internship, and whether the design of practical activities can achieve the training goals is not clear, and there is a lack of in-depth research. ; The second is the centralized arrangement of practical activities. It is still a situation where the theory is concentrated and the internship is concentrated. The content of practice does not correspond to the theoretical teaching. Students cannot deepen their understanding of theory in practice in time, and it is difficult to effectively use theory to guide practice, which is not conducive to improving students' application of knowledge. Ability; third, the practice structure is unreasonable. On the one hand, it shows that the length of internship in hotels, tour guides, travel agencies, and scenic spots varies; on the other hand, the structure of practice positions is unreasonable, and hotel internships. Students often work in a position for several months, and they lack understanding of other departments and other positions. , The effect of internship is greatly reduced. Finally, the goal of practical post education lacks refinement. During the internship process, students have many things to learn. They did not have to learn from the three levels of quality, skills and comprehensive ability. On the basis of clear leading goals, the specific content was refined, and scientific research was proposed based on the gradual law of the students' knowledge and skills. Subdivided goals make student internships more targeted.

#### **4. Reform of Tourism Practice Teaching**

The tourism professional practice teaching plan is formulated, the practice teaching system is adjusted, the number of experiment and internship hours are increased, and the principle of “early arrangement, multiple use, and continuous line” is followed from the first semester to the sixth semester. Travel agency internship and travel agency business internship , Travel agency reception department internship, tour guide field internship, travel agency comprehensive internship, graduation internship, forming a more complete practical teaching process, basically consistent with the work procedures of the tour guide service industry. Enhance students' practical ability and build a practical base for innovative learning. It is necessary to scientifically combine curriculum experiments, off-campus production practice, graduation practice and various social practice activities. In practice teaching, students are given a certain degree of independent choice, support students to contact internship units independently, and allow students to choose different internship content and different types of internship units according to their future development direction. This requires teachers to guide students in advance to formulate corresponding internship plans, target tasks and other corresponding internship materials. To enable tourism majors to apply what they have learned, it is necessary to create a necessary learning environment for students to master vocational skills, so that students can get full practice during their stay at school.

Reposition the field practice and improve the index of the practice project. Through the field practice, the students' theoretical knowledge and tourism practice are highly combined, and the students' perceptual understanding is improved. After the internship, students should be improved in two aspects: one is to have a comprehensive understanding of how to design tourist routes and how to provide tour guide services; the other is to have a deep understanding of tourism resource development and tourism development planning, for travel agencies and tourist hotels. Enterprise internships lay a good foundation. The internship time is changed to three stages: preparation stage, field investigation stage, summary and writing field practice report stage. Change the previous practice of only focusing on field inspections, and strengthen the two major links of internship preparation and internship reports. Spend more hours to prepare travel information related to the internship location, and complete the topic, making the field internship more targeted and innovative. Strengthening the work of the two links before and after the field investigation, and creating a comprehensive evaluation index system for students' field practice results can greatly improve the quality of field practice.

## **5. Conclusion**

The tourism management major is highly practical, and practical teaching and theoretical teaching have an equally important role. However, there are many theoretical researches on tourism teaching and research on practical teaching is weak. This article takes the construction of a practical teaching system for the tourism management major as the topic, starts with the teaching level, teaching model, and practical teaching system of tourism practice, and analyzes all aspects of the tourism practice teaching. On this basis, it proposes the construction of a tourism practice teaching system, Condition system, safeguard measures, etc. The viewpoints and strategy analysis in this article are expected to serve as a reference for the development of tourism teaching in tourism colleges and universities, and provide practical guidance for cultivating high-quality and high-quality tourism talents.

## **Acknowledgment**

National Institute of Computer Basic Education Research Project of Computer Basic Education Teaching Research Project of National Colleges and Universities 2020 General Subject "Curriculum Resource Construction and Practical Research Based on Smart Vocational Education Platform-Taking Fancy Bartending Course as an Example" subject, subject approval No.: 2020-AFCEC-253I.

## **References**

- [1] Chen Zhijun, Yang Hong. A Preliminary Study on the Innovation Mode of Tourism Management Practice Teaching Based on School-enterprise Cooperation. *Journal of Xiangtan Normal University: Social Science Edition*, vol. 30, no. 2, pp. 179-182, 2008.
- [2] Guo Wenjing. A Preliminary Study on the Innovation Mode of Tourism Management Practice Teaching Based on School-enterprise Cooperation. *Changjiang Series*, vol. 3, no. 3, pp. 185, 2017.
- [3] Cui Xin. A Preliminary Study on the Innovation Mode of Tourism Management Practice Teaching Based on School-enterprise Cooperation. *Times Finance*, vol. 9, no. 7, pp. 78, 2012.
- [4] Chen Danhong. The Application of Virtual Reality Technology in Tourism Management Practice Teaching System. *Culture and Education Data*, vol. 39, no. 11, pp. 35, 2007.
- [5] Yang Xingyue. Application and Thinking of Virtual Simulation Experiment in Tourism Management Practice Teaching. *Market Weekly*, vol. 2, no. 12, pp. 152-153, 2015.