

## Evaluation of the Training Mode of Tourism Management Professionals

Weijuan Feng

Ankang University, Shannan Eco-economy Research Center, Ankang, 725000, China

**Keywords:** Tourism management, Professional talents, Training

**Abstract:** Although China has intensified the training of tourism professionals in recent years, at present, there is a large gap in tourism professionals in China, and there are also some problems in the training mode, which greatly restricts the development of China's tourism industry. Based on this, this paper analyzes the status quo and mode of the cultivation of tourism management professionals in China, and proposes measures such as strengthening teaching reform in theory and improving the training of comprehensive talents.

### 1. Introduction

With the improvement of people's living standards and the development of tourism and other industries, this objectively requires a large number of tourism professionals. The number of tourism professionals in China is large, but the overall quality and ability need to be improved. According to the "13th Five-Year Plan for the Development of Tourism Talents", by 2020, the number of direct employment in the tourism industry is expected to increase to 33 million from the end of the "Twelfth Five-Year Plan" period. At the end of the five-year period, 6.7 million people increased to 8.25 million. In particular, in recent years, the rural revitalization strategy has been proposed, and rural tourism has gradually emerged. However, the shortage of talents for tourism e-commerce, smart scenic spots, leisure and holiday scenic spots, and rural tourist scenic spots is large, and the supply of talents is seriously insufficient. In order to cultivate composite and innovative tourism professionals, this paper sorts out the current situation and existing problems of the cultivation of tourism management professionals in China, and puts forward some suggestions in combination with the teaching reform.

### 2. Theoretical analysis of tourism talent training

The cultivation of tourism professionals has its own characteristics, mainly because it should emphasize the combination of theory and practice, especially the performance of its practical characteristics. This section starts from the basic education theory and explains several basic theories of tourism talent training.

Competency-based education. Competency-based education refers to the design of clear training objectives based on the needs of professional job responsibilities. After setting up the curriculum, equipping teachers, organizing teaching, and evaluating, the educational model is set up to achieve the target ability. This theory originated in the United States after World War II. It was introduced to China after the 1990s. After the spread of the world, people have a new understanding of the vocational education system. At present, this educational theory has become the direction of the teaching reform of higher vocational education in the world. The main characteristics of this theory are firstly expressed as professional competence as the core of education. Each special ability includes four aspects: knowledge, attitude, experience and work feedback. Secondly, it is based on the cultivation ability as the basis of teaching, and achieves the teaching purpose by analyzing the cultivation of professional ability, comprehensive ability and special ability. The third is to focus on students' self-directed learning and management, emphasizing students' self-directed learning and self-assessment. In the context of the current lack of tourism talents, the teaching theory based on competency-based determines that the "category-training" talent training model is suitable for social needs.

Humanistic education thoughts. Humanistic education thought is formed on the basis of humanistic psychology theory, paying special attention to the growth and development of people, emphasizing "taking students as the main body", mainly including the development of irrational factors such as emotion, confidence and will. This theory was developed on the basis of humanism and humanitarianism. By the middle of the 20th century, it had developed into a universal education trend in the United States. The theory emphasizes people-oriented, emphasizes the teaching of irrational factors based on emotions, advocates the teacher-student relationship of democracy and equality, advocates self-evaluation of students and evaluates their individuality. Through the analysis of this theory, teachers can understand students objectively and comprehensively, and students can also objectively view their own development.

Experiential learning theory. The experiential learning theory emphasizes the learner-centered, promotes students to self-learn and practice, acquires knowledge and experience, and learns the corresponding knowledge, enjoys the learning process, comprehend attitudes and emotions in the practice of repeated evolution, thereby enhancing the skills and emotional attitudes. the goal of. This theory stems from the form of management training for British managers and entrepreneurs. With the acceleration of economic globalization and globalization, the educational reforms of countries at the end of the 20th century further enhanced the vitality of experiential teaching theory. This theory mainly advocates students' active learning, teaching and learning in teaching, emphasizing the application of learning, and highlighting the outstanding situational characteristics. Based on experiential learning theory, the "category training style" of tourism management emphasizes the classification and cultivation of students, so that they can acquire the knowledge, ability and emotions they need through hands-on experience.

### 3. The status quo of teaching and training of tourism talents in China

China's colleges and universities, especially vocational colleges with professional characteristics of tourism, have made bold and active explorations in the training of tourism professionals. The following summarizes the practices and experiences of training tourism professionals.

The first is to optimize the curriculum structure and build a curriculum system for the coordinated development of "knowledge, ability, and literacy". In accordance with the principle of "wide-caliber, thick foundation, strong ability, individuality, high quality", follow the principle of systematization, reform the teaching content, and abandon the teacher-centered "full house irrigation" teaching method, deepen the teacher-led, students as the main body of the "teaching, learning, doing" integrated teaching mode, innovative teaching methods, integrated curriculum content, to build a curriculum system to adapt to students' quality improvement and ability development.

Table 1. Course chart of tourism management major

	Course category	Course nature	Proportion
General education		Compulsory	15%
Subject basic education		Compulsory	15%
Professional course education	Personalized course	Elective	5%
	Professional core curriculum	Compulsory	20%
	Experimental training	Elective	10%
Practical curriculum education	Course practice	Compulsory	10%
	Graduation practice	Elective	25%
	Comprehensive Practice	Compulsory	5%

The second is to build a systematic teaching system. Combining the characteristics of tourism management with comprehensiveness and applicability, in accordance with the principles of "coordinating, coordinating, and promoting each other" in theoretical teaching and practical teaching, adapting to the needs of practical teaching, strengthening the construction of practical

teaching platforms, and building simulation rooms, simulation bars, and simulation restaurants. And simulation guides and other training carriers to construct a practical teaching system that is both organically and relatively independent with the theoretical teaching.

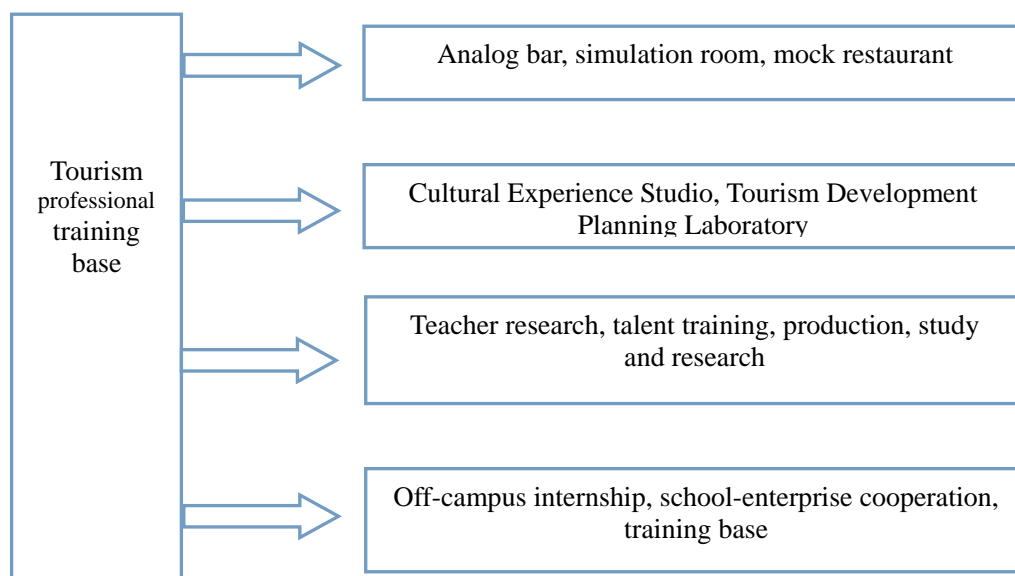


Figure1. Tourism Management Professional Practice Base System

The third is to encourage students to develop personally through classification and training. In the curriculum setting, combined with the characteristics of tourism disciplines and job requirements, strengthen the practical teaching links, and set up individualized curriculum modules such as employment, innovation and entrepreneurship in accordance with the principles of “strong ability, individuality and high quality”. Among them, the employment and innovation entrepreneurship curriculum module focuses on cultivating students' ability to solve practical problems. The academic talent training module focuses on cultivating students' professional theoretical literacy and academic research methods. In accordance with the principle of organic integration of professional education and innovation and entrepreneurship education, the innovation and entrepreneurship curriculum is optimized and adjusted, and a curriculum system combining compulsory, elective, intramural simulation training, off-campus internship, expert lectures and other theories and practices is formed.

The fourth is to strengthen the cultivation of teachers' practical ability. Emphasis on the cultivation of teachers' practical ability, encourage teachers to practice in the relevant industry enterprises under the premise of ensuring normal teaching work, and improve the practical teaching ability. Encourage teachers of this profession to obtain vocational qualification certificates in tea art, tour guides, catering, etc., and provide teacher protection for tourism education and student practice innovation ability training.

#### 4. An Empirical Analysis of the Cultivation of Tourism Talents in China

At present, there are problems in the development of tourism talents in China, such as the ambiguity of the professional development, the convergence of the profession in the setting direction, and the misplacement of the curriculum system. The following is a survey and analysis of the training of tourism professionals in China through questionnaires and other empirical research methods.

##### 4.1 Research and design

The survey is aimed at school-enterprise cooperation units, interns and peer institutions. The content of communication with enterprises mainly focuses on the basic situation of the research

enterprise, the quantity and level of technical talents in the corresponding positions, and the requirements for professional ethics, cultural quality, professional ability, social ability, physical and mental health, and professional qualification certificates. The research content of the interns mainly includes two aspects: the interns' understanding and demand perceptions of the course knowledge and employment after the school and the intern's perception of innovation and entrepreneurship. The research on peer institutions mainly focuses on the experience of tourism management professional construction and the characteristics of curriculum setting. A total of 600 questionnaires were distributed in this survey, of which 586 were valid questionnaires, the questionnaire recovery rate reached 100%, and the questionnaire efficiency was 97%.

#### 4.2 Analysis of survey results

Analysis of the demographic structure of the tourism industry. It mainly analyzes the composition of the two groups of scenic spots and travel agencies. The results show that among the employees in the scenic spot, 80% of the higher vocational education population, only 5% of the master's degree and above, and the overall low academic structure. . There are differences in the structure of travel agencies and scenic spots. 41% are undergraduate degrees, and the proportion of higher vocational education personnel is 39%. Overall, the level of education is higher than that of scenic spots.

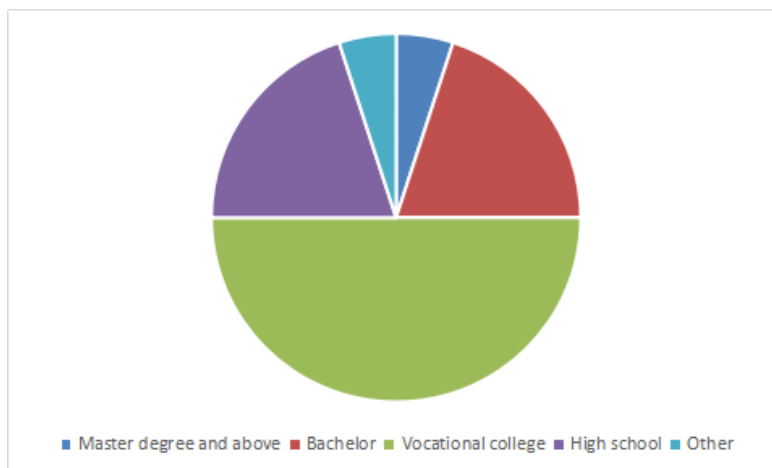


Figure 2. The education structure of the professional practitioners

Analysis of wages of employees in tourism units. The income level of tourism practitioners is not high overall. The average monthly income level is mainly below 5,000 yuan, mainly from 2,000 yuan to 5,000 yuan, and the proportion is over 80%. In particular, the income of employees in scenic spots generally does not exceed 5,000 yuan. On the whole, the income level of the tourism industry is low, and there is room for further improvement in the future.

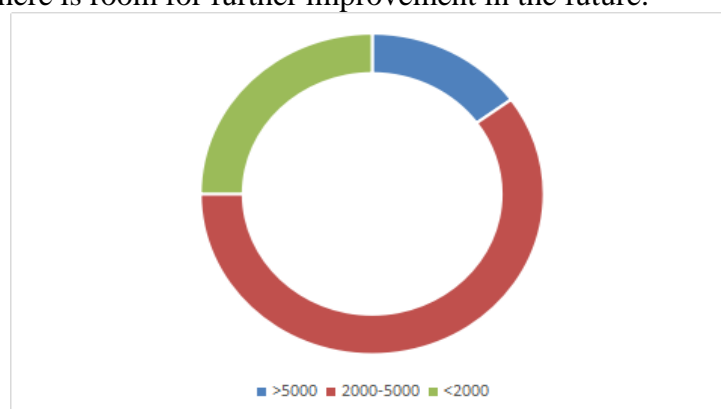


Figure 3. Salary structure of tourism management practitioners

Source analysis of tourism unit managers. Most of the promotion from the grassroots employees, the proportion in the scenic spot reached 100%. In addition to 72% of travel agencies from

grassroots employees, some of them are transferred from other travel agencies, indicating that the internal mobility of the industry is strong.

Analysis of the quality needs of tourism practitioners. Tourism units are mainly junior college and higher vocational education, followed by undergraduate courses. Judging from the needs of different units for talents, the majors covered by tourism units include tour guides, foreign language majors, tourism management majors and management majors. Tour guides and tourism management account for a high proportion in scenic spots and travel agencies. Judging from the distribution of the main positions of employees in the unit, the units value a wide range of factors in recruiting, such as education, personality, knowledge, ability, experience, etc., and do not reflect obvious tendencies.

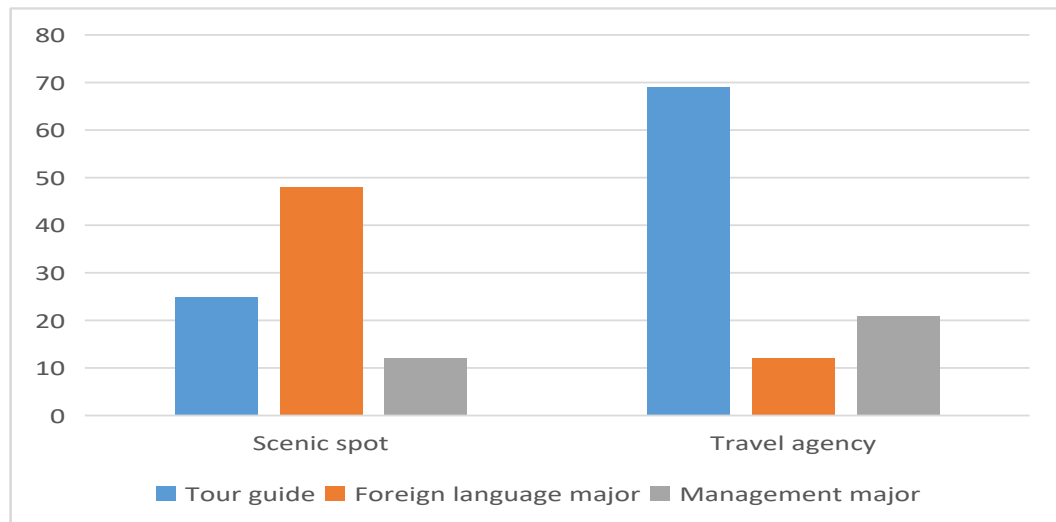


Figure 4 Distribution of main occupations of tourism practitioners

Post requirements analysis. The multi-dimensional quality literacy such as ideological quality, physical quality, psychological quality, cultural accomplishment, language expression ability, good mentality, strong sense of responsibility and good behavior habits are urgently needed by all units. However, the current shortage of graduates is mainly reflected in poor knowledge, initiative and logical ability.

## 5. Countermeasures for the Training Mode of Tourism Professionals in China

Construct a training model for tourism management professionals. Based on the principle of meeting the needs of the talent market, combined with the characteristics of the profession, industry, and practice, the quality training, capacity training, and curriculum arrangement are combined into one, and the actual demand of the market is actually met. Based on the principle of two-way and interactive common development of teaching, the flexibility of teaching is exerted, and the teaching process of interaction-guide-feedback is implemented to mobilize the enthusiasm, initiative and participation of students. Based on the cultivation of students, combined with the characteristics of students, teaching students in accordance with their aptitude, helping students improve their understanding and contact with tourism enterprises, and gradually realize the school-enterprise cooperation model.

Strengthen the cultivation of technical skills and innovative talents. It is necessary to take leisure tourism as one of the important directions for the cultivation of professional talents, deepen the cooperation between schools and enterprises, and build a training and training base. In the curriculum system, it focuses on the two cores of humanistic quality and professional quality, paying attention to reshaping the curriculum system and forming a distinctive curriculum system of tourism management. It is necessary to strengthen the setting of the humanities literacy curriculum, strengthen the activation of the theoretical curriculum, enhance the professional perception of students in the corporate environment, and expand the students' horizons.

Improve the humanities of students. According to the tourism management professional training objectives, talent training direction and talent training curriculum, the teaching plan is set up, focusing on the two cores of humanistic quality and professional quality, reshaping the curriculum system, forming an innovative entrepreneurship curriculum group, professional curriculum group, and improving personnel training. the quality of. It is necessary to construct a "category-training" talent training model for tourism management majors in higher vocational colleges, and provide a reasonable basis for the scientific talent training model.

## 6. Conclusion

As China's national economic level continues to rise, more people are beginning to prefer a unique and relaxed travel experience. Since the tourism industry has been designated as one of China's top ten industries to revitalize the development of the national economy, the high-quality talents of the domestic tourism management profession have become more scarce. The reform and innovation of the talent training model is a process of continuous exploration. Therefore, it is necessary to optimize the talent training model in China through the reform of tourism professional teaching, and then meet the training needs of tourism professionals. It is necessary to reposition the training objectives of tourism management professionals in China's colleges and universities, follow the rules of talent cultivation and the actual situation of schools, optimize the curriculum structure, construct a practical teaching system, highlight the classification and training, strengthen the cultivation of teachers' practical ability, and cultivate according to the changes in the demand for tourism talents. More high-quality talents with tourism management.

## References

- [1] Wang S M, Fang L Y, Deng F. Research on the evaluation model of urban tourism management efficiency with uncertain linguistic information[J]. Journal of Control Science and Engineering, 2014, 2014:1-4.
- [2] Chebet K P. An Evaluation of the Passenger Management and Tourist Potential at the Eldoret International Airport in North Rift Valley Kenya[J]. 2015.
- [3] Suzuki D A, Takagi H. Evaluation of Geosite for Sustainable Planning and Management in Geotourism[J]. Geoheritage, 2018, 10(1):123-135.
- [4] Valjarević A, Vukoičić D, Valjarević D. Evaluation of the tourist potential and natural attractivity of the Lukovska Spa[J]. Tourism Management Perspectives, 2017, 22:7-16.
- [5] Martín J M M, Fernández J A S, Martín J A R. Comprehensive evaluation of the tourism seasonality using a synthetic DP2 indicator[J]. 2018(3):1-22.