

Construction and Implementation of the Talent Training Mode of Tourism Management Major

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Abstract: With the continuous development of the social economy, the tourism industry has developed rapidly, and the demand for tourism management talents has also increased. At present, how to cultivate applied tourism management talents with good service consciousness and innovative spirit is the focus of tourism management professional education. Starting from the concept and elements of tourism management talent training mode, this paper discusses the importance of innovative tourism management professional talent training mode, and explores the effective form of tourism management professional talent training mode, in order to promote the cultivation of tourism management professionals.

1. Introduction

The so-called talent training model refers to the structure and operation mode of the training process adopted to achieve the goal of talent training. It mainly includes the talent training objectives and specifications, professional settings, curriculum models, teaching design, teacher team, talent training channels and education. Method and other constituent elements. The talent training goal is subject to the social constraints on the types and specifications of talents, the basic conditions of students and the requirements for comprehensive development. It is a qualitative regulation of talent cultivation and a decisive factor in the training model. It is an employment factor for students. Development plays an indispensable and important role. The tourism management profession is a practical and highly applied specialty, requiring students to have strong practical operational skills and the ability to solve practical problems and deal with emergencies. Therefore, in the training of tourism management professionals, training to adapt to the needs of modern social and economic construction and tourism development, profound humanities, solid foundations, high comprehensive quality, strong practical and communication skills, strong sense of innovation and service awareness. Applied tourism management talent is its main goal. However, on the whole, at present, China's tourism management professionals training model is difficult to adapt to the objective requirements of this goal, and must actively carry out reform and innovation. And what effective forms to achieve innovation requirements is an important issue that deserves serious discussion.

2. The Necessity of Innovation in the Training Mode of Tourism Management Professionals

There are two modes of higher education in the world: one is the "general education" model, and the other is the "specialist education" model represented by the former Soviet Union. China's current university personnel training model is gradually shifting from the "specialist education" model to the "wide-caliber, thick-based" "general education" model, which is undoubtedly applicable to comprehensive universities and general majors, but for There are obvious deficiencies in the tourism management profession. According to the above-mentioned training mode, tourism management is a secondary discipline under the "business management". The original curriculum system highlights the basic theories of business administration and conceals the characteristics of tourism. As a result, the knowledge of tourism industry that students learn can only be In general, it lacks industry specificity. Whether it is a large industry such as hotel industry, travel agency

industry, exhibition industry, aviation industry, catering industry, entertainment industry, etc., it is also the development and management of hot spring management, golf course management, nature reserves and scenic spots, and the protection and tourism of world heritage. In the industry sectors such as development, the industry characteristics are very strong, and they are not suitable for students of the “unified size” of business administration, or even the students under the traditional “hotel + travel agency” training mode. Therefore, the talent training model is not suitable for the professional requirements of the industry, and it is naturally difficult to help students develop in the tourism industry.

In addition, there are contradictions between the dual requirements of the industry and the training model. According to our many corporate surveys and follow-up surveys on the employment status of graduates, we find that the tourism industry has valued the experience of practitioners in recent years. Generally speaking, the requirements of enterprises for graduates of higher vocational schools are that the theory can be weaker, the ability to be strong is strong, and there must be internship experience; the requirements for undergraduates are strong in hands-on ability and comprehensive quality, so the requirements of the industry for undergraduates It is double. However, many colleges and universities undergraduate training programs generally attach importance to theoretical education and neglect practical teaching, and cultivate one-dimensional theoretical students, making tourism undergraduate graduates at a disadvantage in employment competition with higher vocational students. It has affected their employment intentions in the tourism industry and has become one of the root causes of the low employment rate and high turnover rate of undergraduates in tourism management in recent years.

3. Effective Forms of Innovative Tourism Management Professionals Training Model

The combination of production, education and research. This kind of form is an integrated form of organic integration, mutual promotion and mutual influence of tourism professional teaching, tourism and tourism related research. There are two main types: First, the combination of production, study and research within the school is the combination of tourism professional teaching, related research and self-established tourism. For example: Hunan Normal University Tourism College founded a travel agency, according to self-run travel Institutions to carry out practical teaching and research; second, the combination of production, study and research outside the school, is the combination of tourism colleges, social tourism and scientific research institutions, such as: Jinan University Tourism College and Shenzhen Overseas Chinese Town, according to its operational and development requirements Cooperation and reform in teaching courses, content and practical teaching. In foreign countries, the form of production, study and research is widely used. For example, some tourist colleges in Europe and America have established experimental hotels to carry out practical teaching. They serve as servants and staff of visiting institutions and visiting visitors. This practice of creating educational test sites in schools plays an important role in cultivating students' practical ability. It enables students to feel the reality of tourism management and services in advance, and lay the foundation for formal employment.

School-enterprise cooperation in running schools. The “school-enterprise cooperation and running school” form of tourism colleges is a talent training mode that benefits colleges, enterprises and students at the same time. According to the development of the industry and the specific needs of enterprises, tourism colleges determine the training objectives systematically and in a targeted manner, set up a professional curriculum system, adopt a scientific and reasonable teaching mode to achieve the cultivation of talents, and enterprises develop talents according to the colleges and universities. The plan will provide timely and effective feedback on the frontier information and requirements of the industry development to the institutions, so that students can fully understand and master the changes in the development of the tourism industry in a timely manner, and at the same time provide students with a certain theoretical guidance and practical platform. On the one hand, the implementation of this model helps tourism management students to effectively master the skills of tourism grassroots service work, shorten their working time at the grassroots level, improve their ability to actively adapt to market development and business needs, and lay a

foundation for their smooth employment. On the other hand, it provides a large number of high-quality and excellent tourism management talents for tourism enterprises, effectively solving the problem of insufficient tourism management talents. There are various forms of this model, such as: student internship, study and study, subject research, teacher-on-job training, and school-enterprise signing talent demand agreement.

Credit system education. This model is a comprehensive teaching system that takes elective courses as the core, teacher guidance as a counseling, and measures the quality of students' professional learning through professional academic achievements and credits. Credit system education means that students can arrange their studies according to their own special hobbies, learning level and knowledge acceptance ability, which will help students to develop personalized and comprehensive. The credit system education model has broken the traditional education model of "requiring unity and neatness". First of all, we should innovate and reform the teaching system and the extracurricular environmental system, and increase the subjects of professional elective courses to create a free choice environment for students. Students can choose their favorite courses across classes and majors to stimulate their enthusiasm and interest in learning, and fully mobilize their enthusiasm and initiative. The ultimate goal is to promote the all-round development of students' professional knowledge, skills and ideological quality, and improve students' comprehensive quality.

Expand practical teaching. The traditional training mode of tourism management talents emphasizes the theory and practice, which makes students' practical operation ability weak and lack of practical experience, which is not conducive to their employment competition. In order to solve this problem, many tourism colleges have actively learned from the successful experiences of foreign tourism colleges and vigorously expanded practical teaching. Some tourism colleges adopt a teaching model of professional practice, graduation internship and employment, cooperate with domestic and foreign tourism companies, establish various teaching experiments and practice bases, and conduct order-based talent training with famous hotel groups to allow students to In the first year of entering the school, I will go to the tourism company for internships through holidays, weekends, etc., and organize students to participate in the services and management practices of various large-scale events. Teachers regularly take up their duties. The cultivation of talents is inseparable from the teachers, and the professional level and teaching ability of the teachers directly affect the quality and efficiency of the training of the talents. Therefore, the improvement of the teachers' ability should also be emphasized. Due to the influence of historical factors, some teachers in China's tourism management profession have relatively few experience in economic management and business management, and it is difficult to meet the requirements of "double-type". In recent years, in order to solve this problem, many tourism colleges in China have strengthened cooperation with tourism enterprises and tourism management functions. Colleges and universities will regularly send less experienced teachers to enterprises or functional departments to work and learn to improve teachers. The professional level; some colleges and universities carry out the rotation training for professional teachers, that is, young teachers must go to the travel companies, restaurants, etc. to internships, starting from the grassroots work, through one year to complete the internship, this year needs to Experience internships. Due to the large number of positions, it can be optimized and adjusted according to the teaching needs and talent training objectives. For other professional teachers, it is necessary to go to the company for training every two academic years, to understand the development of the tourism industry in a timely manner, and to communicate and communicate with the management and service personnel of the company to discuss the actual problems encountered. After the rotation, the teacher writes a report according to his own feelings and concepts, and guides the adjustment of the teaching curriculum and content to improve the quality of teaching.

One of the biggest drawbacks of the traditional tourism management talent training model is that it emphasizes theoretical teaching and despise practical teaching, resulting in weak hands-on skills, less practical experience, and lack of employment competitiveness. In response to this problem, many domestic tourism colleges have learned from the successful experiences of foreign

counterparts and tried every means to open up practical teaching methods and adopted a variety of practical teaching forms. For example, the College of Tourism of Ningbo University has built a practical teaching model of professional practice, graduation internship and early employment. It has established more than 10 stable production, study and research cooperation bases with famous domestic and foreign tourism companies, and cooperated with tourism enterprises to build teaching laboratories. And practice training base, try to implement order-based training with famous international hotel groups. From the first year onwards, use short semester, vacation or weekend to travel companies and take advantage of large-scale festival activities to organize students in service and management practices, and start the 3+1 system from the 2004 level. In the last year, he mainly engaged in internships, practice and graduation thesis writing in cooperative enterprises. In addition, students' pre-employment and graduation internships are combined, and the students' graduation internships are organized and arranged in a unified manner. According to the students' wishes, students are organized in batches to travel to different tourism enterprises for a half-year internship, and teachers are assigned to provide guidance.

4. Conclusion

Innovation in the training model of tourism management professionals is an objective requirement of social development. It must be achieved through various specific and effective forms of reform and innovation. It is an important task for tourism colleges to seriously study the effective forms of innovation in the training model of tourism management professionals and understand their characteristics and laws. This kind of research must closely combine theory with practice. On the basis of learning from foreign advanced experience, according to China's national conditions and the specific characteristics of each institution, we can gradually establish a tourism management talent training model with Chinese characteristics.

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