

Research on the Model of Foreign Tourism Talents Training Based on Market Demand

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Keywords: Market demand, Orientation, Foreign tourism, Talent training, Model.

Abstract: With the rapid development of society, the application requirements of talents in various industries are getting higher and higher. Therefore, at this stage, the talent cultivation process should pay more attention to the problem of students' future employability. The employment-oriented talent-training mode is the concept of talent training mode that colleges and universities attach to after the reform of education. The teaching concept of tourism professionals is more important to the teaching philosophy. In order to be better improve the training of English professionals, adapt to the current development of the tourism industry. As well as the talent selection requirements of the industry, this article focuses on how to design a talent-training model for foreign tourism education to meet the talent needs of the tourism market.

1. Introduction

According to the UNWTO (World Tourism Organization), China will become the world's largest tourist destination country and the fourth largest outbound tourism country by 2020. This means that the market demand for foreign-related tour guides is continuous and long lasting. From the current situation, the scarcity of foreign-related tour guides has become a common phenomenon in the country [1]. Insufficient foreign language guides and unreasonable language structure have become an important factor restricting the development of China's emerging tourist market, which affects the competitiveness of China's international tourism market to a certain extent."

Today, tourism has become an industry that has a strong role in stimulating the national economy. Tourism will play a greater role in expanding domestic demand and promoting employment. With the booming tourism industry, higher education plays an increasingly important role in cultivating applied tourism talents [2]. How to cultivate application-oriented talents that meet market demand is the focus of tourism higher education research. The tourism industry is an application-oriented and practical industry. The training of tourism talents should also be based on different situations, training objectives, curriculum, and instructional design.

2. The status quo of foreign-related tourism talent training

In China, the major for foreign-related tourism talent training is tourism. Its start-up and development are in the 20 years, but the tourism profession has quickly become one of the hot majors. Its training objectives are mostly strong English language applications. Ability, master certain theories related to tourism management, skilled travel business skills, and can use modern office equipment to handle daily affairs [1]. At present, universities offering such majors in China have different emphasis on the construction of professional systems, professional curriculum, and selection of curriculum content. Some attach importance to the cultivation of foreign language and language communication skills, and some attach importance to the cultivation of business capabilities in the tourism industry. Analysis of the status quo of foreign-related talent training will reveal the following problems.

2.1 The curriculum is not professionally professional.

At present, in most of the tourism majors offered by higher education institutions, the proportion of English language basic courses is too large, and the professional features in the curriculum are not

prominent. Basic English courses such as "English reading", "English speaking" and "English writing" occupy more mathematics and are out of touch with professional courses. On the other hand, there are few professional courses such as "Introduction to Tourism", "Guide to Tour Guides" and "Chinese Folk Customs". Teaching in Chinese cannot be combined with English courses [2].

2.2 The structure of the teaching staff is unreasonable.

Most of the teachers who teach this profession are graduates of language or teacher class. They can only improve their students' ability in English language communication and lack of corporate work experience. Professionals introduced by enterprises cannot afford all majors due to working hour's restrictions [2]. The teaching tasks of the course, professional people cannot combine professional knowledge and English language skills.

2.3 The backwardness of the practice teaching model does not meet the social needs for tourism talents.

The traditional teaching mode is still widely used in the practical teaching of tourism majors. The institutions are limited to the imitative and reappearing mode of professional mechanics. The comprehensive and applied training is less, and there is still no organic connection and combination between social practice and teaching practice [1].

3. Problems in the training of talents in foreign-related tourism industry

From the current situation, the comprehensive quality and service skills of tourism practitioners have not reached the same requirements as the development of tourism industry. The development of tourism talents and vocational education are lagging behind, and the cultural quality of tourism practitioners is generally low [3]. The main performance is:

First, tourism practitioners have low academic qualifications. Most of the employees in the tourist attractions are local farmers, which are below the junior high school level.

Second, employees are experienced, lack of knowledge, weak service awareness, and low service skills. Especially lack of middle and senior professional managers, tourism planning, human resources development and tourism management, tourism outreach marketing and middle and senior management talents who can grasp the market, understand business and high quality.

Third, the tourism industry lacks a well-trained training faculty team and does not give full play to the role of school-enterprise joint training travel practitioners.

4. Market-oriented foreign-oriented tourism talent training strategy

4.1 Implement school-enterprise cooperation in running schools.

Schools and enterprises cooperate to run schools and achieve the goal of "win-win". For the school, through cooperation with enterprises, we have developed a professional talent training program that meets the requirements of talent training and meets the needs of society and enterprise talents, and promotes the in-depth development of teaching reform; through cooperative education, students' ability and quality are improved. Students are in close contact with the industry and society, their professional awareness is constantly enhanced, and their professional skills and employability are exercised and improved [4]. The construction of the teaching staff has also been strengthened, and a number of double-teacher-type teachers have been trained; social resources have been fully utilized and the teaching costs have been reduced. For enterprises, high-quality, high-quality first-line personnel can be obtained without paying the pre-training costs, which improves the reputation of the company; reduces the risk of employing and labor, and improves the competitiveness and enterprise efficiency.

4.2 Strengthen the practice teaching link.

In the process of constructing a new type of practical teaching system, foreign-related tourism majors must first construct a reasonable and detailed practical teaching plan based on the personnel

training objectives. Especially for the business practice plan. Second, develop effective and reasonable practical teaching resources [4]. Reasonable practical teaching resources include various training and practice teaching bases and places inside and outside the school. Finally, establish the operational mechanism of the practice teaching base and successfully achieve the goal of practical teaching. In the process of cooperation with enterprises, the institutions must adopt an equal and win-win attitude. The two sides negotiated a school-enterprise cooperation agreement to discuss the content of the practical teaching plan, implementation methods and evaluation methods.

4.3 Establish a linkage mechanism between teachers and professionals.

The tourism professional class teacher or the tourism internship team teacher will be employed at the training base, participate in the practice base, undertake the research of the corresponding subject of the practice base, and be responsible for the management supervision of the training students and the identification of the training results [5]. At the same time, representative and authoritative professionals in the tourism industry and professional fields enter the school and participate in school-related organizations to conduct research, guidance and services on teaching, teaching construction, teaching reform, teaching management, and teaching research. Provide suggestions for quality control and other aspects to provide scientific analysis and guidance for professional construction and development decisions.

4.4 Implement the voucher induction system to enhance the industry recognition of graduates.

The “Double Certificate” (Graduation Certificate and Tour Guide Card) system will be implemented for tourism major students to encourage students to obtain industry qualification certificates such as national tour guide qualification certificates during school to improve the employment competitiveness of graduates [6]. After graduation, these graduates have been widely praised by employers for their ability to adapt quickly, to be strong, and to be of high quality. Therefore, the company has increased the satisfaction of the university's tourism majors, thus establishing a good school-enterprise cooperation relationship and forming a virtuous circle. The company will provide more and better employment opportunities and positions for future graduates.

5. Construction of a new model for foreign-related tourism training

The training of foreign-related tour guides in tourism colleges is related to the competitiveness of international tourism in the whole country. From the current situation, there are serious problems in the training of foreign-related tour guides in tourism colleges, although some problems are not tourism colleges and tourism education circles. What it can solve, but in terms of tourism institutions, it is the responsibility of tourism education to improve its own problems, build a new training model, and better serve the social and economic development. The construction of a new culture mode should be carried out in the following aspects.

5.1 Build an independent undergraduate level training model and clarify the training objectives.

It is imperative to set up a tour guide major at the undergraduate level and to independently and independently conduct foreign-related tour guides at a certain height. This obviously exceeds the scope of the tourism college's own authority and needs the support of the Ministry of Education. In the process of seeking support from the Ministry of Education, tourism institutions can try to set up "professional direction of foreign-related tour guides" under the tourism management and other undergraduate majors related to tourism, and adjust the professional talent training program within the scope of the college's own authority to achieve the goal of building a relatively independent undergraduate training model [5]. The new model should clarify the training objectives of the applied foreign-related tour guides, and the determination of the training objectives is crucial for the construction of the entire training model. The training objectives are vague, and it is worried that the professional settings will affect the employment of students and pursue the cultivation of both comprehensive and versatile talents that can be applied and managed. Instead, the focus will not be

prominent enough, and the core objectives cannot be determined. Foreign-related tour guides are applied and skilled professionals. They have the ability to master foreign languages and guides, have practical application skills, and can quickly adapt to guide work, which is the core goal.

5.2 Improve the foreign-related tour guide-training mode according to the characteristics of the tour guide science.

After clearing the training objectives, the improvement of the foreign-related tour guide-training mode is mainly reflected in the formulation of the training process and methods. There is no template to follow in this process, because tour guide is a new subject that is being created, its development is not mature, its theoretical system and content framework are still in the process of exploration, and a well-organized foreign-related tour guide talent-training mode is constructed [3]. First, we must determine the basic relevant theory and content framework. If these basic problems are not solved, we will not be able to build a relatively mature training model. Secondly, the training of tour guides is a highly professional process, not a simple infusion of knowledge of each category. Therefore, the curriculum should be considered in relation to the professional characteristics of tour guides. Thirdly, tour guide science is a highly applied discipline, and it requires a high level of application ability for tour guides. This requires a considerable proportion of practical content in the training model, including practical hours and extracurricular trainees and internships. This is also an important guarantee for realizing the goal of training foreign-related tour guides.

Adjust professional training goals. Nowadays, China's higher education has stepped out of the mode of elite education and has moved to the stage of popularization. According to the market demand for applied talents, the training goal of foreign-related tourism profession should be positioned to cultivate a high level of humanistic literacy and solid English language skills. Wide-ranging, good at intercultural communication and communication, skilled and practical tourism knowledge and tourism business, proficient in English and native languages, engaged in foreign-related tour guides, foreign-style etiquette reception, foreign-related services and management in various enterprises and institutions in the tourism industry. Applied, compound, and outgoing English professionals [5]. It is necessary not only to build a system, a sound theoretical knowledge framework, but also to build an advanced knowledge system that is suitable for future tourism development, while also embodying application and reality, in order to cultivate talents suitable for tourism development.

5.3 Improve the degree of professionalization and improve the quality of education.

The professionalization of foreign-related tour guides in tourism colleges is reflected in the aspects of training programs, faculty, curriculum, teaching methods and methods. In the process of training programs, we must ensure that each specific measure and step can be implemented in all aspects. To meet the corresponding requirements in the professional training mode, and to increase self-improvement within the school, we must also increase exchanges and cooperation with other brothers and universities, tourism administrative departments, tourism enterprises, etc., and keep up with market demand to form a professional degree [5].

6. Quality assurance of foreign tourism talents training

6.1 The design of the curriculum system.

At the beginning of the design of the professional curriculum system, the demand analysis of the tourism market should be carried out. According to the professional skill requirements and knowledge composition of the professional counterparts of the enterprise and the industry, it is linked to the courses that the graduates are mainly engaged in and the courses offered by the profession. The professional core courses, professional skills courses, professional elective courses and career development courses in the list of courses are summarized [6]. In addition, in the course content, it is necessary to highlight the training of students' professional ability. The selection of theoretical knowledge should be closely related to the needs of the tourism market. At the same time, the need of

theoretical knowledge learning in tourism higher education should be fully considered, and the relevant professional certificates of tourism industry should be integrated. Requirements for knowledge, skills and attitudes.

6.2 Construction of the "double division" teaching team.

The construction of the "double-type" teacher team is a long-term and systematic project. Colleges and universities should adopt the school-enterprise cooperation mode of "send out, please come in" to train teachers [7]. The school assigns teachers to internships in tourism enterprises, participates in specific businesses, and strengthens teachers' understanding and understanding of the corresponding job requirements and abilities. Teachers should also focus on how to integrate job ability requirements into curriculum teaching around the overall goal of professional construction, and encourage teachers to change teaching ideas, adjust teaching content, and redesign teaching.

6.3 The improvement of practical teaching facilities.

To ensure the quality of foreign-related tourism personnel training requires a good practice base, and it is necessary to have simulated training facilities such as guest rooms, front desks, ticketing centers, and coaches [7]. The training experimental base cannot be satisfied with the existing service forms of the simulated tourism industry. It is necessary to study and explore the service forms that exceed the status of tourism, create an emerging service form of tourism, and disseminate advanced tourism development concepts and tourism service forms.

7. Summary

The competition in tourism is fundamentally the competition of talents. The training of foreign-related tour guides is a major issue concerning the development of tourism. Tourism colleges shoulder the heavy responsibility of cultivating talents. In the training of foreign-related tour guides, we should closely follow the market, build a sound training model according to the characteristics of the disciplines, and continuously improve the quality of education. Of course, the training of foreign-related tour guides in tourism colleges depends on the joint efforts of all occupations including tourism and education. Only by strengthening cooperation with tourism administrative departments, tourism enterprises and institutions, and expanding cooperation channels can we create a Tourism development provides a team of foreign-related tour guides with efficient services.

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