

On the Application and Practice of Intelligent Classroom in Tourism Management Major

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Keywords: Intelligent Classroom; Tourism Management Major; Teaching Wisdom

Abstract. This paper takes the cultivation of students' intelligence growth as its value orientation and tourism management teaching as its research and application field. Aiming at the problems of students' disagreement with learning content, lack of individuation in learning process and backward subject support tools, the paper studies and designs the methods and realization ways of constructing intelligent classroom.

Make full use of the computer, multimedia and network communications in the educational process, to promote the teaching quality, training the students to adapt to the new requirements of the information society. By using ICT in education to promote the modernization of education is the strategic choice of education reform and development in China. Interim-Long-term Education Reform and Development Plan(2010-2020) made speeding up ICT in education of development process as an important guarantee for achieving future objectives of education reform and development, the ICT in education of Decade Development Plan defined the next decade, Chinese development goals and planning of ICT in education. ICT in education of "Thirteen Five development plan" further emphasized the development tasks and priorities of all types of development and application of ICT in education, Chinese provinces, municipalities and regions have developed ICT in education "Thirteen Five Year Plan" to promote the efficient development of ICT in education.

Mankind is the only life who needs education, In the meanwhile, mankind has a lot of undeveloped potentials, so a person will be a person only by accepting education. According to the requirements of the times, talents schools cultivate not only have plenty of knowledge, but also have the habit and ability of lifelong learning in order to adapt changing surroundings. In other words, students must cultivate their wisdom so that they could study, work and live a life now and in the future. Only education with wisdom can cultivate wisdom persons, and only teaching with wisdom can construct intelligent classroom.

I. Definition of Intelligence Classroom

Wisdom education refers to the education that makes full use of information technology to construct an effective learning environment, namely, a learning network, to better complete teaching activities under the framework of training students' comprehensive problem-solving ability system, discipline accomplishment and multiple intelligences. Under the premise and background of wisdom education, intelligent classroom has gradually developed.

Professor Zhong Shaochun pointed out that intelligence classes should take initiative, be relaxed and happy, be high-quality and efficient, and enhance students' intelligence as the fundamental goal. The cultivation of wisdom should run through the whole wisdom class. Through the process of experience and accumulation of corresponding thinking experience, the wisdom can be improved, thus achieving the ultimate goal of finding problems with innovative thinking and solving problems with wisdom. Professor Zhu Zhiting reshaped and upgraded the flip classroom. He made a breakthrough from the flip classroom to the smart classroom from two aspects: improving the quality of learning resources and making digital textbooks to break through the "effect ceiling" of the 'video micro-class', optimizing the teaching ecology, evidence-based evaluation and accurate teaching, carrying out creation-driven learning, creating a smart learning ecology, changing teachers' tasks from teaching to teaching, and improving teachers' information teaching ability to break through the "effect ceiling" of the flip classroom. Zhou Shilong and others believe that

wisdom classroom refers to a new type of classroom with the basic goal of cultivating students' intelligence ability, the decisive power of information technology, and the fundamental approach of reforming learning and teaching methods. Wisdom class not only focuses on the amount of knowledge students have mastered and the examination scores they have obtained, but also focuses on stimulating students' potential and cultivating their wisdom. The wisdom of the wisdom classroom is to guide students to discover wisdom, develop wisdom, apply wisdom and create wisdom.

The pursuit of intelligent classroom is to take students as the core of teaching and cultivate talents suitable for the needs of modern society through education, use modern information technology to integrate advanced technology into tourism management classroom teaching, make classroom teaching more situational, intelligent and interactive. In line with the personalized development needs of modern students, and it has better constructed the basic knowledge system of tourism management discipline and achieved better teaching effect.

II. Current Situation of Intelligent Classroom Construction for Tourism Management Major

At present, our country attaches great importance to the promotion of education information to the reform and development of education and teaching. It has been taken as a national strategy and incorporated into the Education Law of the People's Republic of China. The work of smart cities, which is widely carried out all over the country, has greatly promoted the promotion smart education. However, on the whole, wisdom education is mostly concentrated on the technical level, and more is to use information technology to improve the efficiency of education and teaching. In the process of the change of learning methods, especially in the cultivation of wisdom people, there has not been a mainstream trend.

At present, most teachers' understanding of education informatization generally stays at the level of general application, and they don't realize that informatization is a powerful starting point for education and teaching reform. They don't understand informatization from the level of integration and innovation. What they lack most is modern education concepts, ideas and methods. The application of information technology is more a solidified traditional teaching method. Therefore, it is urgent to carry out the exploration and practice of wisdom education.

In order to realize a new teaching mode of intelligent teaching in tourism management class, first of all, we should have various learning resources; Secondly, the learning tools also need to be intelligent, and the later evaluations also need different directions, more relaxed teaching environment and different students. These factors play an important role in the effectiveness of the wisdom classroom.

Any mistake in any link will affect the results of wisdom teaching. In the concrete implementation process of the wisdom classroom, the curriculum should be designed, including pre-school tests, teaching equipment and examination of teaching courseware. Uploading these resources to the teaching platform can record the learning process through the platform, and then evaluate the knowledge learned after teaching. Although the previous work went smoothly, it cannot ensure the wisdom pushing of resources, which requires manual pushing one by one.

It increases the workload of teachers and is easy to make mistakes in manual operation. Therefore, it is a difficult problem in the current wisdom teaching mode to build the resources and learning platform of the wisdom star and how to effectively combine the two. It is necessary to continue to find solutions.

Although the wisdom classroom attaches importance to the main role of students, whether the students' autonomous learning ability is sufficient is also a test. Although the self-control ability and other aspects should have been greatly improved from the perspective of the age of the students, they are still students. For a long time, they have been forced to study more by factors such as examinations, and there are still many students with weak self-learning ability. How to effectively guide students to have better autonomous learning ability and participate actively in the classroom is also a problem that teachers urgently need to solve. No matter how good the platform and

teaching mode are, if students do not attach importance to it or not actively, they will not achieve very good results.

III. Implementation Plan of Intelligent Classroom for Tourism Management Major

1.Promoting the Generation of Teaching Wisdom and Constructing the Foundation of Intelligent Classroom.

Through the systematic analysis of the teaching content of tourism management and the investigation of the problems in the teaching of tourism management informatization, the main problems in the current teaching of tourism management informatization are analyzed. Systematic analysis leads to the formation of problems such as students' content disagreement, lack of individuation in the learning process, lack of systematic understanding of the learned content, lack of self-evaluation and support systems, and lack of discipline support tools, etc., so as to promote the generation of teaching wisdom and construct the basis of wisdom classroom.

Teaching wisdom is a kind of intelligence which shows in the course of class activity where teachers and students are in contact with each other in order to promote their development. Teaching wisdom means that teachers have mastered the essence of teaching activity. Teaching wisdom is a kind of comprehensive ability with which, teachers have deep insight, acute reaction, resourceful coping, excellent creation and correct solution. Teaching wisdom is a kind of quality, with which teachers can teach reasonably and efficiently. Teaching wisdom is a kind of ecological state, with which teachers' teaching life is free, harmonious, open and creative. Teaching wisdom is a kind of state, with which teachers can respect life and love teaching life. Teaching wisdom is a kind of life way, with which teachers can seek truth, goodness and beauty. Teaching wisdom is a kind of realm, with which teachers can grow and develop happily. Teaching wisdom points to the development of students' wisdom in the end. Teaching wisdom owns its nature and characteristic, the nature shows subjective, practical, creative, individual, systematic, and the characteristic shows situational, silent, dynamic, aesthetic, good. Not only teaching wisdom is different from teaching personality, teaching wit, teaching art, teaching skill and teaching pattern, but also they are contact with each other.

Attaching importance to and recognizing the significance and value of teaching wisdom is the need of teachers' professional growth and the premise of teachers' commitment to the cultivation of teaching wisdom. As a comprehensive ability, state and realm of teachers' teaching, teaching wisdom is ultimately directed to the development of students. However, in the process of promoting the development of students, the value of teaching wisdom is not neutral or unique, but loaded by multiple values. For teachers, the pursuit and cultivation of teaching wisdom can enable teachers to experience the value and significance of life, improve teachers' life realm, promote teachers' professional growth, enable teachers to enjoy professional happiness, and build a better life for teachers. For students, the value of teaching wisdom is embodied in its ability to promote students' cognitive development, cultivate virtue, moisten life and cultivate wisdom, so as to lead students' harmonious growth. For teaching activities, teaching wisdom is mainly manifested in its ability to respond to the true purpose of teaching, to cope with the complex nature of teaching, to conform to the generative characteristics of teaching, so as to promote the effective implementation of teaching. For social development, teaching wisdom is mainly manifested in its ability to cultivate intelligent talents and build an intelligent society, so as to promote the healthy development of society.

Teaching wisdom is a systematic whole composed of many elements, forming its own unique structure and internal. Teaching wisdom is a systematic whole composed of many elements, forming its own unique structure and internal. From the perspective of horizontal structure, the relationship among various elements constituting teaching wisdom. In the first level structure, cognitive elements are the key elements for generating teaching wisdom, knowledge elements are the basic elements for generating teaching wisdom, skill elements are the media elements for generating teaching wisdom, and affective elements are the power elements for generating teaching wisdom. By analogy, the composition of various elements is taken as the second hierarchical structure, and the specific secondary components contained in various elements are taken as the

third hierarchical structure. The components of various elements are interrelated and have different positions and functions. From the analysis of the vertical structure of teaching wisdom, the generation of teaching wisdom can go through three symbolic stages, namely, spontaneous stage, conscious stage and free stage. Teaching wisdom comes into being through vertical and horizontal connection, internal and external connection and multi-party integration.

2.Application of Information-based Teaching Mode of Teaching Mutual Benefit

Tourism management is an applied major, requiring students to have strong knowledge transfer, flexibility and problem-solving ability. With the change of market demand, tourism professionals should not only have a multi-disciplinary, multi-level, broad and reasonable knowledge structure, but also be good at accepting new ideas, new knowledge and new technologies, and have strong post adaptability. These have decided that the tourism management professionals must have strong practical, applied, comprehensive and post adaptability and other basic characteristics. For this reason, information teaching mode should be actively adopted in teaching, and modern information teaching methods should be used to cultivate the comprehensive application ability and professional ability of tourism management students.

The information-based teaching mode with "teaching" as the main point refers to the structure and procedures of teaching activities that design, organize and apply teaching methods and media based on teachers' teaching and with the basic purpose of systematically transferring knowledge and skills. Teachers should determine the teaching objectives according to the teaching content and the learning level of students majoring in tourism management. They should make full use of the resource advantages of information technology when designing teaching content and organizing lesson preparation. They can find domestic and foreign resources related to the course from CNKI, Wanfang, VIP, Superstar and other resource platforms, extend the content, teaching methods or the latest developments in this field, and learn from the video teaching of excellent courses of tourism management major in other universities on the network to complement each other and enrich their teaching content and teaching methods. In the process of teaching, multimedia computers, electronic courseware, projectors, pictures, audio, video, etc. are combined to use modern teaching media to teach students the basic theoretical knowledge of the system.

The "student-oriented" model means that the design and arrangement of teaching activities and the application of teaching media and methods are based on students' learning. This is a teaching activity structure and procedure designed to encourage and motivate students to actively explore learning. Teachers create specific situations and assign tasks or ask questions according to the teaching content. Students are divided into groups. According to each group of specific topics, each student is assigned different tasks, such as data collection, research, interviews, courseware making or reports, reporting, etc. Multimedia technology is mainly applied to query, retrieve and collect data, carry out discussions and analysis, and form systematic knowledge. This group of students is responsible for reporting to other students in the class for sharing and communication. On the basis of student reports, teachers make evaluations, summarize teaching priorities, and make objective and fair evaluations of students' use of information technology and teamwork, so as to improve students' comprehensive quality and ability.

Acknowledgements

This paper serves as one of research results for "2018 Bohai university teaching reform project" and "2018 Research project on Teaching Reform of Liaoning Province".

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