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The Role and Practice of Practical Teaching in Tourism Management Education

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Abstract: Tourism is not only a sunrise industry in the new world, but also one of the world's big industries. China has a large population and the tourism industry is developing well. In order to promote the rapid development of the tourism industry, the tourism industry is transforming, which needs to train tourism professionals with strong comprehensive ability. Practice teaching is gradually coming into view. This paper expounds the role of practice teaching in tourism management education, analyzes the shortcomings of practice teaching, and focuses on exploring solutions in order to improve the quality of tourism management education.

Keywords: Practical teaching; Tourism management; Functional practice

Tourism is an important part of economic development. With the rapid development of tourism, the demand for tourism management talents is also increasing. Tourism management education is a way to cultivate talents. Teachers need to combine teaching practice in the teaching stage, which is conducive to improving students' employability. However, practical education in tourism management education, there are still shortcomings, so this paper analyzes the solution.

1. Application of practical teaching in tourism management education

Practical teaching refers to the learning approach that promotes students' learning and development through practical activities and operations. In tourism management education, practical teaching methods are applied to integrate practice with theoretical knowledge to improve students' problem-solving ability and their understanding of knowledge^[2]. In tourism management education, there are many practical teaching methods, including simulation teaching, case analysis and so on. Through the internship, students participate in the work of tourism, and students will gradually adapt to it. Improve students' decision-making ability by analyzing virtual cases. The above practice methods are widely used in tourism management. Through practical activities, students can feel what they have learned and gradually improve their problem-solving skills. Students have practical experience that prepares them for future career development.

In tourism management education, the application of practical teaching is conducive to improving students' professional skills and professional quality. Through practical teaching, students improve their practical operation and skills. In corporate studies, students learn about the operational processes of the tourism industry and adapt to future work needs. In the study, students gradually accumulate experience and participate in the forms of tourism investigation and case analysis. Students have a full understanding of the tourism market, which is helpful to improve students' insight. Practical activities promote communication among students and enhance the sense of teamwork, such as cultivating professional literacy. For example, in practical activities, students can communicate well with others to complete tasks, cultivate students' communicative ability, and enhance students' sense of responsibility and teamwork. The implementation of practical teaching methods is significant for improving students' employability.

2. Problems existing in practical teaching in tourism management major

2.1 No clear practice goal

Tourism has the characteristics of deep marketization and strong cross-industry. Tourism is a new product with rapid changes. Therefore, it is difficult to locate the educational objectives of tourism management, which leads to the deviation between the teaching objectives of schools and the professional training objectives. In the implementation of practical teaching stage, mainly scenic tour guides and travel agencies, can only be carried out for one project, unable to provide comprehensive exercise for students.

2.2 Inadequate school-enterprise cooperation

Tourism majors have prominent characteristics and strong occupational quality. In the implementation stage of education, enterprises have high expectations for tourism management education based on social and industrial needs, and graduates are required to take over the

business directly after graduation. In the mode of market competition, enterprises no longer unconditionally absorb school students and no longer provide students with an environment for career growth. But according to the enterprise's demand for labor, let the students to study in the enterprise. Even if the students do the internship, they can not have a certain understanding of the operation of the enterprise, resulting in the learning content does not meet the requirements of the enterprise.

2.3 The industry environment is not standardized enough

Tourism is still in the early stage of development, most schools have not set up training rooms, China's tourism enterprises show scattered, small scale and other characteristics, although the number of tourism enterprises, but the conditions to receive students internship enterprises less, only in some tourist resorts, can provide students with some internship opportunities. Some colleges and universities do not cooperate with enterprises and adopt decentralized teaching methods, which cannot unify the requirements and guidance for students.

2.4 Students have strong dependence psychology

Students are used to the free and relaxed campus life. Before the internship, they have a good vision for the future work. However, when they enter the society at the beginning, they need to face many difficulties and cannot adapt to the social environment in a short time. Most students work in the front line of tourism, and when they encounter difficulties and setbacks in their work, they will have anxiety and lose confidence, and even cannot practice normally.

2.5 Lack of guidance teachers

The guarantee of education is teachers. The number of tourism teachers in major universities is sufficient, but there are many new teachers entering the school. Some teachers are not engaged in tourism work, although they know theoretical knowledge, but lack practical knowledge, and cannot be qualified for the responsibility of teachers. Some schools invite enterprise staff, although rich in practical experience, but lack of theoretical knowledge, do not understand the content of tourism management, can do not say.

3. Measures of practical teaching in tourism management education

3.1 Establish school-enterprise cooperation institutions and determine industry needs

In the stage of educating students, the school should take going out and inviting in as the core, going out means that the school should go out of the school gate and create an off-campus internship base, which can cooperate with hotels, travel agencies and scenic spots, and can also cooperate with other areas of work and sign agreements. To invite in means to set up a professional committee, invite industry professionals, including the tourism bureau and teachers, and hold monthly meetings to analyze the shortcomings in the teaching process, and formulate solutions through collective analysis. At the same time, experts can be invited to undertake a small part of tourism courses to realize the combination of theoretical knowledge and practice, and promote the development of tourism education.

3.2 Develop talent training plans and improve internship quality

Managers need to analyze the dynamic needs of the industry for students, understand the current characteristics of the tourism market, develop talent training programs, integrate practice with theoretical knowledge, and adopt practical teaching methods. Create a scientific management system, students in the internship stage of any problems, all need to be solved for students to understand the tourism industry's demand for talents, through improving the management system, improve the quality of students' internship. During the internship, students are exposed to multiple tourism work processes to improve their understanding of tourism work.

3.3 Cultivate a team of skilled professionals

Some teachers in the school lack experience, so they can take part in tourism management by leading students to practice, so as to cultivate teachers' professional ability. Meanwhile, the school can hire staff of tourism enterprises to teach in the school, so that staff and teachers can communicate with each other, learn from each other and improve together.

3.4 Attach importance to students' psychological education and cultivate students' ability to adapt to the new environment

College students have just entered the society, and have relatively shallow experience and strong dependence psychology. In the internship stage, they encounter social competition and are prone to setbacks in work. Moreover, students are not fully prepared, so they are prone to negative psychology. In this case, teachers give students encouragement before the practice and explain to students what may happen during the work process to reassure students. Guide students to deal with interpersonal skills, let students face the frustration of work bravely, and face the attitude of workers in the internship process. Teachers can adopt the case teaching method, regard the study method as the military training soldiers, combine the characteristics and purposes of training, formulate the requirements of tourism training, improve the case teaching plan, and promote students to learn efficiently. The case teaching process can be regarded as shooting video, and students play the role

in the video to successfully complete the teaching task. In case teaching, teachers are the communication bridge between students and allow them to cooperate with each other. This method can let students know the future work content in advance, for example, they can adapt to the job role as soon as possible.

3.5 Create a comprehensive training room

In order to enable the school to adapt to the rapid development of market technology and the advanced management concept of enterprises, as a tourism management major, it is necessary to attach importance to practical teaching content, create a comprehensive training room, and provide a good learning atmosphere for students. The training room includes language guide simulation, cultural resources simulation, tourism catering simulation and other training rooms, which provide practical training courses for students to adapt to the working process in advance.

Tourism includes a wide range of systems, and tourism teaching management is relatively complex. Although the above suggestions cannot solve all the problems in tourism management teaching, it is of great significance to train high-quality talents by improving teaching quality, sublimating theoretical teaching and testing teaching process and quality through practical teaching.

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