Practice Teaching Reform of Tourism Management Major in Higher Vocational Education under the Background of New Industry Form

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Abstract. In recent years, there are many new forms of tourism industry, which have new requirements for employees. At present, the traditional practice teaching does not fully consider the latest development of the industry, which leads to the problem of the disconnection between talent training and actual demand. Based on the analysis of the existing problems of the traditional teaching mode, this paper puts forward the teaching reform measures. The reform is carried out from four aspects, namely, practical teaching objectives, practical teaching contents, teaching methods, teaching means and teaching means, so as to realize the optimization of practical teaching system.

1. Introduction
With the development of economy and technology, especially Internet technology, a lot of new business models are emerging. With the increasing living standards of the people, the demand for tourism also tends to be more personalized. The combination of personalized needs and new business models has given birth to a variety of new tourism formats. Some scholars have done research on related industries [1-4].

The latest guidance on improving the quality of holiday and peak tourism supply issued by the Ministry of culture and tourism focuses on the development of 11 new tourism formats: cultural experience tour, rural accommodation tour, leisure and holiday tour, ecological harmony tour, urban shopping tour, industrial heritage tour, research and knowledge tour, red education tour, health and sports tour, cruise and yacht tour, self driving RV tour, etc.

2. New industry forms put forward new requirements for Vocational Teaching
At present, tourism has been integrated into the national strategic system in an all-round way, moving towards the forefront of national economic construction and becoming a strategic pillar industry of the national economy. With the transformation and upgrading of the tourism industry, the improvement of quality and efficiency, the acceleration of modernization, informatization and internationalization, the continuous promotion of the strategy of "strengthening tourism with talents, promoting tourism with science and education", and the continuous development of the Internet +, tourism +, new tourism formats, new models and new technologies put forward higher requirements for tourism talents.

The guiding opinions on accelerating the development of modern tourism vocational education issued by the State Tourism Administration and the Ministry of education pointed out that "there is
still a certain gap between the current tourism vocational education and the development requirements of tourism industry, the professional layout and structure are not reasonable, the cooperation between schools and enterprises is not deep enough, the level of internationalization is not high, the guarantee of running a school needs to be strengthened, and the quality needs to be improved”. The traditional teaching centered, teacher centered and knowledge imparted tourism talents training mode and practice teaching system, which focus on theory and practice, results in the weak innovation ability, poor employment ability and "high employment rate and high loss rate" supply-demand dislocation and "brain drain" and other phenomena of supply exceeding demand.

3. The significance of practical teaching to the cultivation of tourism management talents

In view of the practical and comprehensive characteristics of tourism management major, it is an important goal of tourism vocational education to strengthen practical teaching, improve the comprehensive quality of students majoring in tourism management, pay attention to the cultivation of practical ability and make them adapt to the needs of tourism development as soon as possible. The following three aspects reflect the importance of practical teaching of tourism management.

3.1. Practical teaching is an important guarantee for the quality of personnel training

Based on the comprehensive, service and special industrial orientation of tourism industry, the frontline employees are required to have good comprehensive quality and high requirements in practical operation ability and field work experience. This determines that tourism management is a practical and practical subject. The teaching unit closely cooperates with the tourism industry such as hotels, scenic spots, travel agencies, etc., strengthens the teaching of practice links, creates good social practice opportunities for students, cultivates talents with practical ability for the society through the practice teaching method of simulating the management of hotels, scenic spots or travel agencies, and realizes the training goal of tourism management professionals.

3.2. Practical teaching helps students plan their career reasonably

While many higher vocational graduates of Tourism Management lament that it is difficult to find a job after graduation, the employers of tourism enterprises often complain that they can't find the talents they want to use. One of the reasons for such an embarrassing situation is that many college students of tourism management major learn professional knowledge and skills in Universities that are out of touch with the market, and some theoretical knowledge is lack of practical skills after graduation It's hard for Industry students to meet the needs of the market.

Social investigation, social practice, enterprise practice and other practical teaching methods can not only overcome the shortcomings of theoretical teaching, which is boring, abstract, difficult to understand and use, but also stimulate students' interest in learning. At the same time, practical teaching can also help students understand the operation of the tourism industry, confirm social awareness, clarify professional requirements, understand management technology, improve practical operation ability and interpersonal communication The ability provides a better platform, which helps to strengthen the service consciousness of students, improve the comprehensive quality of students, and improve their employability.

3.3. Practice teaching promotes teachers' teaching level

Through the teaching methods of situation analysis, practice teaching and simulation operation, practice teaching enables students to strengthen their professional ability training on the basis of mastering systematic theoretical knowledge, so as to realize "learning by doing" and "learning by doing".

The cultivation of students' practical ability is closely related to the quality and ability of teachers. It is obviously not good to teach theoretical knowledge only according to the book. Teachers must go out of class, pay attention to the development trend of tourism management industry, understand the actual problems in tourism management, and let students learn to use theoretical knowledge to analyze
and solve problems through case teaching and scenario simulation, Only in this way can students' social practice ability be improved in purposeful activities. Therefore, if a teacher wants to have a good lesson, he must have rich practical experience and the ability to organize teaching, which urges the teacher to learn more, learn more, open up his eyes in continuous learning, and improve himself in the interaction with students. It can be seen that practice teaching, including practice and social practice, plays a positive role in promoting teachers' professional development and improving teaching level.

4. Analysis of practical teaching problems of Tourism Management Major in Higher Vocational Education

At present, most of the tourism management majors in higher vocational colleges are still continuing the traditional teaching methods, not fully considering the latest development of the industry, resulting in the problem of talent training disconnection. These problems can be analyzed from the following four aspects.

4.1. The goal of practical teaching is not clear enough

At present, the depth of practical teaching of Tourism Management Major in most colleges and universities stays in post practice or work study alternation. Enterprises participate in practical teaching at the level of practical teaching implementation, but they seldom participate in the process of specifying practical teaching curriculum standards and developing specific projects. It is necessary for enterprises to participate in the goal setting guidance to put forward new requirements for tourism talents from the continuous development of new business forms, new models and new technologies into practice teaching. Enterprises will be more clear under the new situation professional practitioners need to master knowledge, ability, quality objectives.

4.2. Practice teaching content lags behind the development of the industry

With the development of Internet technology, as well as the emergence of post-90s and post-00s emerging young groups, the rapid development of tourism industry, emerging a variety of new formats and new models. The corresponding policies and regulations of the tourism industry are constantly adjusted. If higher vocational colleges do not pay attention to and follow up the new situation in time and carry out teaching according to the inertial thinking, the practical teaching plan will be relatively lagging behind, which can not accurately reflect the actual needs of the tourism industry and society. Teaching projects are not closely connected with the development of the industry, and the practice content is often out of date.

4.3. The implementation of practical teaching is not in place

Due to the lack of practical teaching standards as guidance and effective management, it is difficult for teachers to implement practical teaching in place. Teachers do not know what kind of practical training projects to develop and implement, and will inevitably prefer to use some teaching materials to carry out teaching. Therefore, in classroom teaching, there are many theoretical explanations, few case studies, and the empty and abstract theoretical teaching is difficult to arouse students' interest in learning. Students are in a passive learning state, neither can they understand the abstract theoretical knowledge well, nor can their skills be forged Lian, in the absence of practical experience in tourism management teaching, students gradually lose their professional interest. "Talking on paper" teaching mode is not conducive to improving students' ability to analyze and solve problems, nor to the cultivation of students' professional consciousness and professional emotion.

4.4. Training site and facilities are not closely connected with the industry

Due to the lack of enterprise participation and the limitation of school investment ability, there are some problems in practice teaching of Tourism Management Major in higher vocational colleges, such as the lack of facilities and equipment in the training room, the lack of industry standards, etc.; some
simulation training rooms such as tour guides, restaurants and guest rooms are all used in two or three classrooms, and the effect of practice training is greatly reduced; even some higher vocational colleges do not have a training base at all, and only in the practice link of Tourism Teaching It can arrange theoretical courses instead of practical courses; in the aspect of cooperative development of practical courses by enterprises outside the school, the channel is single, the depth and scope of cooperation are limited, the school and tourism enterprises maintain relatively loose cooperation relationship, and the stability and reliability are not high. At the same time, enterprises often accept students’ internships according to their own needs, and the internship posts are almost front-line service posts, internships Students are unable to carry out job rotation practice and management practice. This kind of lack of standard practice arrangement seriously affects the realization of practice teaching goal.

5. Improvement measures of practical teaching system
Based on the current development situation of tourism industry, especially the new business forms and new models, in-depth study of the characteristics of the demand for talents in relevant posts, reform from the four aspects of goal, content, implementation and guarantee, and optimize the practical teaching system. To achieve a clear goal of practical teaching, to achieve a precise docking of relevant positions of regional enterprises, to develop practical teaching courses or projects that are closely related to the needs of the industry era to adapt to the development of new forms of tourism industry in the network era, to build a practical teaching guarantee to guarantee the quality of practical teaching, and to cooperate with schools and enterprises to build practical training guarantee conditions, so as to ultimately optimize the practical teaching system of tourism management major To improve the quality of personnel training. The goal of teaching reform is shown in Figure 1.

5.1. Construction of school enterprise cooperative practical teaching mode
The practical teaching system of tourism management specialty must pay attention to the cooperation between schools and enterprises, emphasize the connection between the content of practical courses and professional standards, and the connection between the practical teaching process and the production process. Adopt the mode of combining work with study, and take improving students' professional ability as the main line. Students realize the progression from basic ability, post specific ability to comprehensive professional ability. In order to strengthen the practical teaching, the enterprises must take part in it deeply and construct the cooperative practical teaching mode. The enterprise and the school work together to establish the post ability standard, which lays the foundation for talent training. Enterprises also need to provide guidance and information for all kinds of practical training courses in schools, to ensure the effectiveness and quality of practical teaching in schools, and to provide platform and support for practical training outside schools. As shown in Figure
2, the practice ability training process of the school enterprise collaborative realization ability is progressive.

![Diagram](image)

**Figure 2.** The practice teaching development mode of school enterprise cooperation

5.2. **Improving the quality of practical teaching from the supply side reform**

In the Internet era, online tourism enterprises are emerging, the service mode, operation mode, management mode and consumption mode of tourism industry are undergoing great changes, and new formats of tourism industry are emerging constantly. We must promote professional teaching to meet the demand of tourism talents for the continuous development of new formats, modes and technologies of tourism. The development of various new forms of tourism industry will naturally give birth to new requirements for talents. Specifically, we can start with new knowledge, new skills and new professional quality, and reform from the supply side of talents. The reform can be carried out from three aspects: designing a new mode of practical teaching, developing a new course of practical teaching and integrating innovation and entrepreneurship into practical teaching, as shown in Figure 3.

![Diagram](image)

**Figure 3.** Practical teaching reform for the new forms of tourism industry

5.3. **Construction of practice teaching standard and relevant guarantee system**

According to the needs of talents in tourism industry, the ability standard is formulated, and a series of
standards related to practical teaching are developed accordingly, such as the curriculum standard of practical teaching, the assessment standard of practical teaching in school, the evaluation standard of post practice, etc. At the same time, research and develop the relevant management system of practical teaching, including the management of practical teaching process, the assessment and evaluation of practical teaching, and the incentive of innovation and entrepreneurship. From both ends of standards and systems, scientific and standardized management practice teaching can ensure the implementation of quality and quantity of practice teaching, as shown in Figure 4.

![Figure 4. Measures to guarantee the quality of practical teaching](image)

6. Conclusion
At present, most of the tourism management majors in higher vocational colleges are still continuing the traditional teaching methods, not fully considering the latest development of the industry, which leads to the problem that talent training is divorced from the actual needs. This study focuses on the practical teaching system to explore solutions.

First of all, we should build the school enterprise collaborative practice teaching mode. Further, we should carry out the teaching reform from three aspects: designing the new mode of practice teaching, developing the new course of practice teaching and innovating activities. Finally, according to the needs of talents in tourism industry, the ability standards are formulated, and a series of standards related to practical teaching are constructed and developed accordingly. Based on these measures, the practical teaching system of Tourism Management Major in higher vocational education has been optimized.

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