Teaching Method of Tourism Curriculum Design Based on Practical Teaching Method

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Abstract

With the improvement of people's living standard and spiritual demand, the high-speed development of tourism has become an important industry pillar of the national economy. In combination with the development of tourism industry, a large number of high-quality tourism professionals are urgently needed. However, at present, the training mode of tourism professionals is more focused on theoretical teaching in curriculum design, lagging behind the training of practical ability. Tourism specialty is a subject with high practical ability requirement. According to the supply-demand relationship between talents training and tourism market dislocation in colleges and universities, this paper deeply analyzes the present situation of tourism industry development, and draws on the project teaching scheme in practice teaching method. Combining with the virtual reality teaching means and using the examination mode of scene reproduction, this paper sets the talent training scheme of tourism specialty and sets up the effective connection mode between tourism specialty and market demand, providing a certain guiding significance to improve the quality of tourism talents training.

Keywords

Tourism Specialty • Practical Teaching Method • Project Teaching Method • Virtual Tourism

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Since the reform and development, under the support of the national policy, the development of the tourism industry has been accelerated. Tourism has become the basic life content and leisure style of people. Meanwhile, the comprehensive contribution of tourism to GDP in the whole year has reached RMB8.19 trillion and has become one of the important industrial pillars of the national economy. With the development of intelligence and internet technology, people have a deeper demand for tourism experience, combining with the development of tourism industry, "alternation of study and work," and "scene practice" adapt to the market demand, and constantly adjust the training objectives and curriculum structure. It is urgent to standardize the tourism discipline system, perfect the curriculum system, make constructive measures, improve the education level and teaching quality of the tourism specialty (Richardson, 2010), and train the high-quality and special compound talents to meet the market demand.

Tourism industry (O'Hanlon *et al.,* 1995), which has the characteristics of comprehensive and elastic boundary, has high requirements on the comprehensive ability of professionals. Practice teaching plays an important role in the cultivation of students' thinking ability (Strayhorn, 1989), vocational adaptability and innovation ability. Practice teaching method focuses on the cultivation of students' ability of theoretical study and practical application. Through the practice teaching course, the students' ability of subjective independent thinking and the ability of adaptation in the course of practice are gradually improved.

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The theoretical basis of practical teaching method is construction practice, making a comprehensive analysis based on basic theory and practical problems, and emphasizing the meaningful process of constructing knowledge and the ability to solve practical problems. It can cultivate the ability of theory learning and apply it to actual life, arrange tasks in the form of practice through practical teaching courses, pay attention to the completeness of tasks accomplished by learners, and actively collect data when training students to meet complex problems in practice. It has important reference value to solve the problem comprehensively according to the experience and the information obtained, draw lessons from the mature teaching model and improve the competitiveness of tourism industry.

Misplaced Supply and Demand Relationship

At present, the curriculum of tourism specialty focuses on theoretical teaching, and the training of students' operating ability and self-learning ability in dealing with complex tourism business is weak, which also causes students' professional theory course to lack of profession and proficiency, and the direct consequence is that after graduation, students with tourism specialty don't have ideal professional development. According to the

feedback information of the employing unit and the employment situation of students, the importance of the practice teaching course is neglected for a long time, the cultivation of students' individual personality and professional accomplishment is perfunctory, and such a severe misplacement between supply and demand (Rochester & Pradel, 2008) would only create a vicious cycle of low-threshold access and high-frequency loss in tourism specialty education.
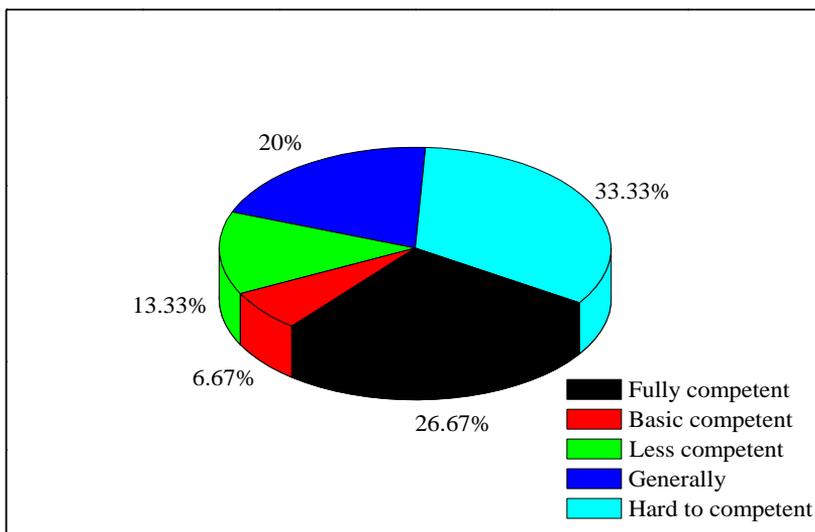

Figure 1. The statistical chart of whether the students are qualified for the job requirements.

According to the current tourism specialty courses, the results of the investigation show that, as shown in Table 1, the teaching equipment is obsolete, the teaching method is backward without originality, the learning content is boring and difficult to be understood, and the self-weariness of learning is high. Practical teaching in the curriculum reform of tourism specialty is also imperative.

Table 1
The Causes Investigation of Students' Poor Learning Effect

Obsolete teaching equipment	Backward teaching method	Low teacher quality	Boring and difficult content	Self-weariness
26.67%	6.67%	13.33%	20%	33.33%

Project Teaching Plan

To study the project teaching method (Hubball & Burt, 2007) in the practical teaching reform scheme, take the vocational qualification standard and post development requirement of the real tourism market as the core, it is emphasized that the students master the basic skills of the tourism specialty in the course of teaching, and at the same time, they can obtain the qualification certificate which is suitable for the tourism post. The

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traditional teaching curriculum is usually first to carry on the tedious theory study; then is to implement the practice teaching with the same program for many years, which does not have the originality and keep up with the development of the times; subsequently, the evaluation and review of the practice on the post is not rigorous, the emphasis and assessment strength are not enough, and it's in the stage of perfunctory treatment for a long term.

Based on practical teaching method (Echerri, Brookover & Kennedy, 2010; Dewprashad, 2013; Evans & Taylor, 2010), in the course setup of tourism specialty and the project teaching scheme of tourism specialty course, we first take projects as the center of this course, and the students as the participants for group cooperation and multi-evaluation; divide the work tasks into projects, so that the students can decompose the work tasks and design specific project requirements according to the theoretical knowledge and relevant practical skills. The flow chart is shown in Figure 2.
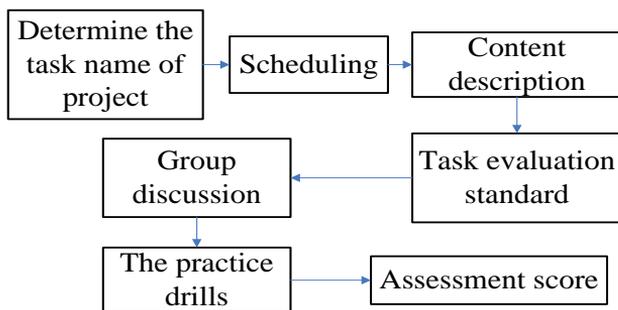

Figure 2. The flow chart of program curriculum.

Interactive Curriculum Design of New Practical Teaching Method

New practical teaching method

The course nature of the tourism specialty belongs to the application type, and the proportion of the practical courses is large. According to the investigation of the reasons for the poor learning effect of the students shown in Table 1, the tedious theoretical teaching courses have a lot of problems, and under the environment of obsolete teaching equipment and backward teaching methods, it is difficult for students to devote themselves to full-score passion for learning. Today, virtual reality technology (Shrader, Mcrae, King & Kern, 2011; Maffeo *et al.*, 2009) develops rapidly, low-cost and convenient virtual equipment is becoming more and more common. The teaching concept of tourism specialty should be updated constantly, and with the virtual reality technology of new practical teaching method and the project teaching scheme and case task, we can effectively improve students' interest and enthusiasm in learning, and make up for the shortages of traditional teaching.

Using virtual reality technology to develop virtual tourism, through virtual tourism scenes and group tourism practical teaching, students do practical exercises with role-playing, to enhance students' sense of urgency in reality, improve the basic qualities required by the students majoring in tourism, and break the traditional

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teaching methods of passive stuffing, i.e., teachers' speaking and students' listening to. Many practical teaching courses are designed with video cases, which may be used to develop students' interest, but the long-term effect is not very ideal, which mainly results from the two-dimensional teaching mode. Based on the attribute of the tourism specialty, the tourism subject combines the virtual tourism scene with the object, carries on the tourism feeling with the three-dimensional tourism environment, and makes full use of the students' senses in the practical teaching process of the tourism specialty to constantly stimulate the students' visual, auditory and psychological sensibility, enhance the teaching effect and train the students' practical ability.

Virtual tourist attractions are not only the high simulation of scenes, but also the operation and space management of the whole tourist attractions. At the same time, it can train students to simulate and expand the electronic commerce of tourism. In the age of Internet, the training of tourism professionals should follow the trend, make use of the convenient payment technology and social media, and present the three-dimensional virtual tourist attractions through the virtual reality technology to simulate the whole tourism process, and train the students to carry out the virtual tourism business.

Examination method of scene reappearance

In accordance with the project teaching scheme, curriculum learning task are arranged, practical tourism activities are experienced by sub-groups, and evaluation is conducted under various real conditions on the site. The score of the evaluation result includes 40% by the instructors, 30% by the non-members of the groups, and 30% for individual comprehensive achievements. In the new practical teaching method of virtual reality, the traditional listening and speaking relationship of filling duck is completely changed through simulation drill, role playing and student's actual participation, so that students are familiar with the relevant professional skill of tourism specialty, effectively training their on-the-spot language expression, flexibility, good psychological quality and other abilities. With virtual reality of scene reproduction, various evaluation criteria are used to carry out multiple evaluation scores, thereby establishing a tangible, real-time, and visible competition scene among the students, to stimulate the students' competitive psychology, and further activate classroom atmosphere, making the practical teaching curriculum project case-oriented in a task-driven evaluation way with a focus on the cultivation of students' ability of subjective independent thinking.

Students learn to search materials independently, which reduces the intervention of teachers, and exercise students' ability to solve problems with effective ways; the tasks and contents of the optional courses are used for group discussions, on-site practice exercises, and defense to improve students' self-confidence, steady speech ability as well as their non-stage-fright defense ability and psychological quality, thus gradually improving the comprehensive practical ability of tourism professionals. With this examination and evaluation method, students' participation in the curriculum and effective interaction among team members are fully mobilized, so as to obtain a multi-angle and multi-dimensional thinking way to deal with problems as well as increase the cohesion and cooperation among team members.

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Conclusions

The rapid development of tourism industry makes it one of the important pillars of the national economy, and tourism specialty is a subject required for high practical ability. In combination with the present situation of the training of tourism professionals, where the curriculum setting focuses on theoretical teaching, the training of practical ability is severely lagging behind and the training scheme of colleges and universities and the actual tourism market have serious misplaced supply-demand relationship, this paper studies the curriculum setting of tourism specialty based on the practical teaching method. The main contents and conclusions are as follows:

According to the misplaced supply-demand relationship between talents training in colleges and universities and tourism market, this paper deeply analyzes the present development situation of tourism industry, and concludes the necessity of studying the curriculum setting of tourism specialty through practical teaching method.

By means of the project teaching scheme in the practical teaching method and taking the project case as the task orientation, theoretical courses are transformed into task projects completed by all the members of the group in a coordinated way to fully mobilize the students' learning motivation and interest.

Combining with the virtual reality teaching means and using the examination mode of scene reproduction, the course setting of the talent training scheme of tourism specialty is carried out, and the effective connection mode between tourism specialty and market demand is established, providing a certain guiding significance to improve the quality of training tourism talents.

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