

Research on Application of Experiential Mode in Tourism Management Teaching

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Abstract. Along with the vigorous development of the domestic tourism industry, the training of tourism professionals who are closely related to it has gradually been valued. How to correctly grasp the pace of training professionals in contemporary tourism management has become a major focus of tourism education. The remarkable practical characteristics of tourism itself and the new development of national quality education put forward new requirements for the training of tourism management professionals. College education must start from the characteristics of the teaching of this major, and constantly explore and develop new forms and methods of teaching to meet the practice. Requirements for the training of sexual tourism talents. As an innovative attempt in education and teaching, experiential teaching has played a multi-faceted advantage in the teaching of tourism management, and it has important value in the cultivation of talent quality.

Overview of Experiential Teaching

Experiential teaching method refers to the scientific and effective realization of teaching purposes, scientifically constructing teaching-related scenes and atmospheres in the teaching process, and promoting students' emotional experience through specific situational activities and practices, so as to continuously improve learning enthusiasm and enhance learning. Interest, active and quick understanding of teaching content, scientific internalization of knowledge, and constantly promote students' comprehensive scientific development. Compared with the traditional teaching mode, experiential teaching is centered on the student experience, paying more attention to students' autonomy and creativity. It emphasizes stimulating students' emotions and cultivating students' interest in learning and creativity. Under this learning mode, The students' main body status is fully respected, the main role is fully exerted, and the roles of teachers and students and their relationship are reconstructed.

Compared with the traditional teaching mode, the advantages of the experiential teaching mode are shown in Table 1.

Table 1. Advantages of the experiential teaching mode compared with the traditional teaching mode

Fundamental element	Traditional teaching mode	Experiential teaching mode
Learning unit	Personal	Team
Learning mode	Learning alone	Students learning from each other
Learning focus	Single, passive learning knowledge	Multi-level learning to explore more relevant knowledge
Learning essence	Cognition	Cognition, understanding, mastery
Student role	Passive recipient	Full participation
Teacher role	Speaker/evaluator	Classroom situation constructor
Teacher's responsibility	One-way communication, infusion and teaching	Build a good experiential learning situation for students
Teacher's main task	Organize questions, content, and data for students	Design teaching methods to stimulate students to be independent, think deeply, and find their own answers
Learning environment	Formulated and restricted classroom with teachers as the authority and leading	Free, innovative, relaxed, energetic, and flexible classroom
Learning responsibility	The teacher is responsible for student learning	Students are responsible for their learning behaviors
Assessment focus	Experimental results, test scores	Experimental process and retrospective reflection
The one who can best meet the needs	Teacher	Student
Opportunity for knowledge application	Lower, uncertain	Strong practical adaptability

As a new idea in the field of education and teaching, experiential teaching has great advantages in contemporary education. It can fully play the main role of students in the learning process, learning evaluation, and learning participation, effectively mobilizing students actively. Active participation, effectively improve students' ability to ask questions, analyze problems and solve problems. Students can comprehend knowledge and receive knowledge in a free and easy learning situation, form a benign interaction with teachers, and actively take the initiative to passively implement the educational concept of “doing high school, learning by doing” and effectively improve the quality and level of teaching.

The Necessity of Experiential Teaching in the Teaching of Tourism Management

(1) The inherent requirements of professional development

The training of tourism management professionals must adapt to the needs of market development. Therefore, the orientation of professional education is closely related to the positioning of tourism. In the early stage of tourism development, in order to quickly realize economic growth and market development in the field, whether it is the construction of the tourism industry or the theoretical research of scholars in the industry, their development priorities and perspectives are placed on economic goals, specifically in the emphasis on tourism. At the same time as the economic attributes of the industry, it ignores its social attributes. However, with the rapid development of social economy and the improvement of people's living standards and quality, the social attributes of tourism have been highlighted, and “experience” has gradually become the consensus of the industry. In order to adapt to the new trend of tourism market development and positioning adjustment, the tourism management professional teaching must also strengthen the "experience" module education, and should carry out targeted instructional design from the perspective of "experience" to cultivate the essence and spirit of understanding the "experience" of tourism. A travel practitioner who can provide high quality services for “experienced” travel. In

addition, from the perspective of disciplinary characteristics, the implementation of experiential teaching is also an objective requirement for the development of the discipline and the cultivation of talents. It is necessary to innovate and construct the tourism management profession through experiential teaching.

(2) The inevitable trend of modern tourism teaching

Based on the nature and connotation of tourism, the tourism management profession is inevitably highly practical and participatory, and the high-quality training of talents is not fully satisfied by the traditional teaching model. In the new era, China's tourism industry is booming, its internal structure and external environment are constantly updating and developing. The traditional teaching mode based on "unidirectional", "instilled" and "theoretical" teaching is obviously not in line with the core of contemporary tourism, tourism industry. The era of change will certainly promote the innovative development of modern tourism, and the experiential teaching-oriented teaching "thinking change" has become the new development direction of current tourism management professional education. In addition, the rapid development of modern educational technology has gradually promoted the exploration and practice of experiential tourism teaching, such as scenic VR experience, hotel management system simulation experience, 5D viewing experience, etc., providing a large amount of teaching materials for experiential teaching, effectively enhancing interactivity and experience in the teaching process. Experiential teaching, which relies on sufficient technical support, is highly achievable, and it will become the best choice for tourism management.

Problems in the Teaching of Tourism Management

(1) The characteristics of talent training are not clear

China has a vast territory and rich tourism resources. The regions where universities and colleges around the country naturally have certain non-replicable and unique tourism resources are extremely beneficial to the cultivation of tourism management talents in the region. As for the reality, most colleges and universities cannot combine regional characteristics and local customs in the cultivation of professional talents. They have similarities in training objectives, teaching contents, curriculum and training courses, lacking uniqueness and pertinence. It leads to the cultivation of talents. In fact, based on cost and geographical factors, most tourism enterprises will recruit students from local universities. Therefore, the talent cultivation of local universities has become a key factor affecting student employment, and whether the talents of local universities are suitable for the region. The development of the tourism market is the most fundamental requirement for meeting the requirements of students for "high employment". From the current point of view, most universities in China lack the characteristics of talent training objectives, which directly or indirectly affect the students' successful employment and career development. From the perspective of teaching quality and results, their teaching objectives have great drawbacks.

(2) Old teaching ideas and methods

Like many professional teachings, the teaching of tourism management is influenced by the traditional concept of teaching. It also has a backward aspect in teaching thoughts and methods. Many teachers still follow the indoctrination and one-way teaching mode in their coaching career. Being able to passively accept formulaic and quantitative knowledge in a single and boring teaching environment, the learning behavior and activities as a whole lack autonomy, self-confidence, flexibility and creativity, which are inconsistent with the quality teaching concepts and guidelines of the new era. Under the traditional teaching mode, teachers always maintain the leading position. One-sided observation of students' learning and development from test scores and results, ignoring the students' subjectivity and creativity, is fundamentally not conducive to the good connection between school education and the objective reality of the tourism industry. This will result in students not being able to adapt well to their jobs.

Implementation of Experiential Teaching Methods in Tourism Management

(1) Case Experience Method

The case experience method is to use practical and representative cases to guide students to analyze, discover and think in the course teaching activities, so as to stimulate students' enthusiasm for learning, cultivate good analytical, judgment and decision-making ability, so that students can obtain from them. Use experience to achieve the purpose of teaching guidance. The case experience method can be widely applied to professional teaching. For example, in the teaching of "Travel Agency Business and Management", "Hotel Management" and "Tourism Psychology", the typical problems of tour guides in the group and the group can be separately exemplified; The problem of personnel in the line layout; the catering staff encounter customer product complaints and other cases, let the students participate in thinking, analysis and problem solving, to enhance students' professional awareness, three-dimensional, comprehensive contact and understanding of their future positions, do good current practice teaching and job employment docking work, lay a solid foundation for successful employment and efficient employment.

(2) Virtual scenario experience method

The virtual scenario experience method is to create a teaching subject scenario in the course teaching, so that students enter the situation and play and participate in a role activity. In this teaching method, students need to deal with the problems in tourism management from the perspective of a certain role, the behavior, thoughts, attitudes, language and emotions of the character. Through the simulation of the event, the experience is always obtained, and the problem is solved and found. Problems and problem solving. For example, in the course of "Hotel Management", teachers create virtual work situations according to the teaching requirements: customers are dissatisfied with the dining environment and make complaints. In this scenario, students are organized to act as hotel customers and employees. In this scenario simulation, in the face of "customer" complaints, "employees" should take appropriate measures and response plans to answer and solve customer problems, and to protect the interests of the hotel while satisfying customers. Through this role-playing in a virtual situation, students will be able to experience the experience and feelings of their employees, gradually understand the high standards and diversity of customer needs, continuously improve their service awareness, improve their service standards and enhance their own. Service skills, so that they are good at solving problems through empathy and improving their professionalism and ability.

(3) Field experience method

The field experience method, that is, organizing students to visit relevant tourism companies to conduct on-the-spot visits, to learn about the movements of tourism enterprises through study and visits, and to analyze the current status and trends of the industry development, which is the students' perception of the tourism management profession and its market development. In order to cultivate students' experience and feelings of learning in this major, they will subtly strengthen their professional awareness. This method turns the traditional teaching classroom into a "big class", which can continuously broaden the students' thinking space and effectively solve the problem of the connection between the classroom teaching content and the actual working environment. For example, in the compulsory course teaching of "Food Service and Management", teachers can arrange the class to move to the hotel according to the content of the teaching, organize students to the hotel to observe the operation skills of trays, napkins, alcoholism and other hands-on learning, hands-on operation and full Experience, through this kind of physical experience, realize the collaborative cultivation of campus and enterprises, cultivate students' comprehensive quality and professional ability, promote the "high employment" of tourism management professionals, and cultivate high-quality professional grassroots managers and high-skilled talents for tourism development.

(4) Software operation method

Software operation method, which is based on computer software technology, integrates GIS geographic information system teaching software, tourism information simulation teaching software, hotel management information system teaching software simulation workspace, so that students can experience themselves in the simulated work structure and work dynamic process. Observing and salt, familiar with and master the tourism management work depends on the process, laying a good

foundation for the job.

Summary

Compared with the traditional teaching mode, experiential teaching has greater advantages and development space. The teaching methods including case experience, virtual scenario experience, field experience and software operation experience can be widely used in the course of tourism management. It has exerted great utility in cultivating students' professional awareness, stimulating students' initiative, exerting students' main role, promoting students' thinking development and building a communication-type teacher-student relationship. It has absolute application value for tourism management professional teaching. In this regard, college and tourism management professional teachers must reform the educational concept, re-examine the development goals of talent education, actively and scientifically apply the experiential teaching method in professional teaching, continuously improve the teaching effectiveness, and promote the effective and practical high-quality talents.

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