

# A Study on the Role Transformation of Teachers of Tourism Management in Colleges and Universities Under the Action-Oriented Teaching Model\*

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**Abstract**—College education is student-centered, and the action-oriented teaching of teachers as the organizer and coordinator of the learning process is developing and deepening day by day. According to the current demand of educational development and the practical and operational characteristics of tourism management specialty, it is necessary to change the traditional teacher's role and advocate the diversity and richness of the teacher's role, so that the teachers of tourism management specialty have the dual attributes and role requirements of both theory and practice. Teachers majoring in tourism management in colleges and universities can change their roles through the attempts of screenwriter, director, host, general manager and so on, in order to get better teaching effect.

**Keywords:** *action-oriented teaching, key ability, teacher role, transformation*

## I. INTRODUCTION

Since 1980's, action-oriented teaching mode has gradually become a new trend of thought in vocational education teaching theory. With the development of college education, action-oriented teaching mode is increasingly praised by experts in vocational education and labor circles all over the world. The key to the organization of various teaching methods under the action-oriented teaching mode is: mainly student-centered, while the teacher is the organizer and coordinator of the learning process.

"It's not the teachers who sweat in class, it's the students," says German educator Volkman. In fact, the action-oriented teaching model widely promoted and popularized in German vocational education is the one that allows students to "sweat" in class. In such a classroom, the roles of teachers and students have changed dramatically. The action-oriented teaching mode requires students to go from the background to the front desk and become the master of the class, while the teacher embodies the role of the host of the class by

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\*Fund: 2018 Guangxi vocational education teaching reform project, "Based on the modern apprenticeship system of non-material cultural heritage tourism talent training model study — Taking Beihai shell carving as an example" (key project). Project number: GXGZJG2018A039.

providing the students with tips, advice, answers, and the preparation of task books. However, in the traditional classroom teaching, especially in the professional teaching of tourism management with high requirement of skill and operability, the teaching mode of colleges and universities, whether vocational colleges or ordinary universities, is still dominated by teachers' "preaching, teaching and solving confusion", and the communication and cooperation between students is relatively small, sometimes even just a superficial task form. It is difficult for students to master the "key ability" of tourism management specialty, which reflects the real teaching effect. Therefore, to change the original teaching thinking mode, to change the teacher's original role, to use the action-oriented teaching mode that accords with its own characteristics is the key point that teachers of tourism management major should pay attention to.

## II. AN OVERVIEW OF THE ACTION-ORIENTED TEACHING MODEL THEORY

Action-oriented teaching, in essence, is to create a learning and teaching, students and teachers interactive social interaction situation throughout the teaching process, it is committed to the student's learning activities to build knowledge, the formation of capacity, so that the educatees can not only adapt to the requirements of the corresponding professional posts, but also the ability to build knowledge can be applied to other professions, The teaching method is based on the professional activity of "heart + hand + brain".<sup>1</sup>

The action-oriented teaching model determines the adaptability to the educational goals through rational analysis of the basic laws of teaching activities. Its main teaching methods include card display method, brainstorming method, simulation teaching method, case teaching method, project guidance method, role-playing method, text guidance method and so on. Adopting action-oriented teaching mode can not only deepen students' understanding and mastery of professional theory knowledge, but also help students to

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<sup>1</sup> Wang Yue. Analysis of the requirements of action-oriented teaching method for higher vocational English teachers [J]. Liaoning Journal of Higher Vocational Education, 2012, (6).

acquire professional ability and non-professional quality in their future professional work by understanding the organizational structure, management mode and working process of the units, enterprises, etc., so as to realize the cultivation of "key ability".

### III. ANALYSIS ON THE NECESSITY OF TEACHER'S ROLE TRANSFORMATION<sup>2</sup> IN TOURISM MANAGEMENT IN COLLEGES AND UNIVERSITIES

The role is the behavior pattern which is suitable for its status and status, and it is the unity of a whole set of rights and duties. The role is the product of the material structure of a certain society and the result of the shaping of a certain cultural pattern. In school education, the teacher's role is the synthesis of the attitude and behavior pattern in accordance with the social expectation in order to realize the right and obligation corresponding to the status of the teacher.<sup>3</sup> The role of college teachers should be a dynamic process. With the progress of society, the development of education and the application of science and technology, the role of teachers should be constantly adjusted, transformed, enriched and diversified.

The difference between the major of tourism management in colleges and universities is that the major of tourism management is practical and operational. The employment goal and prospect of tourism decide that the major of tourism management should pay more attention to the training of applied talents. This major not only requires employees to have solid professional theoretical knowledge, but also skilled professional technology and practical experience, and needs to have the ability to deal with problems and solve problems in the actual work of tourism industry. Therefore, in the teaching of tourism management specialty, professional theory knowledge is important, but how to combine theoretical knowledge with practical ability to teach, how to transform theoretical knowledge into practical ability in classroom teaching, and how to train students' professional knowledge, skills and "key ability" is the focus of tourism management specialty. Because most of the graduates of tourism management major have to work in the enterprises and institutions on the front line of tourism, and most of them have to start from the grass-roots level, to some extent, whether it is the ordinary undergraduate or higher vocational college tourism management major has the characteristics of vocational education, so the importance of its industry operation skills is beyond doubt. In view of this, in order to ensure that the training goal of applied talents in tourism higher education can be realized, the quality of tourism management professional teachers is undoubtedly the core of teaching, and the quality of their ability is directly related to the future of tourism management specialty, even the development of tourism. However, the teaching mode of

tourism management major in our country still tends to use the traditional teaching mode to carry on the theory teaching, in some undergraduate colleges, the theory teaching class is more than the practice teaching class, but in some higher vocational colleges, there are some problems such as the short study life time, the unsound training room inside and outside the school, etc., which leads to the phenomenon that the theory class and the practice class are less. However, the teachers also have some problems, such as lack of professional practice ability and practical experience.

In the development of action-oriented teaching and in-depth education in colleges and universities, how to change the existing traditional teachers' role, advocate the diversity and richness of teachers' role, make the tourism management teachers have the dual attribute and role demand of both theory and practice, and realize the transformation of teachers' role in order to adapt to the characteristics of tourism management professional education. It is the key subject that the college tourism management professional teachers should pay attention to.

### IV. RESEARCH ON THE STRATEGY OF TEACHER'S ROLE TRANSFORMATION IN TOURISM MANAGEMENT IN COLLEGES AND UNIVERSITIES

The action-oriented teaching mode generally consists of three parts. First, the teacher teaching part, mainly by the teacher lectures, the question, the student answers, finally by the teacher carries on the evaluation to the student. This part is similar to the traditional teaching in the past, but with less time. Second, the students study part, mainly by the students themselves, in the cooperation of other students to complete, by the students independently collect the information to solve the problem, independently make a plan, independently implement the plan, and finally through their own evaluation, peer evaluation and teacher evaluation to study, this is the main part. Third, the experience gained part, that is, the experience gained by the students after dealing with the problems in the real job independently, which is very valuable for the students to enter their career in the future.<sup>4</sup>

The word "critical competence" frequently appears in action-oriented teaching. "Critical competence", first proposed by the German business community, refer to capabilities other than specific professional skills and expertise, which emphasize the ability of workers to function when a career changes or when a labor organization changes. Since this ability has become the basic quality of the laborer himself, he can re-acquire new professional knowledge and skills in the changed environment. This can be a skill that a laborer in any profession should have, often referred to as a "cross-career ability" or a "portable ability".<sup>5</sup> Because this kind of ability plays a key role in the future development of

<sup>2</sup> Zhang Huayan. The role orientation and training strategy of teachers under the action-oriented teaching concept [J]. *Reform and Innovation*, 2014, (1).

<sup>3</sup> Yi Jie. The Role Transformation of Higher Vocational Teachers under the Concept of Action-oriented Teaching [J]. *China Electric Power Education*, 2010, (24).

<sup>4</sup> Zhang Weimin. A Study on Action-oriented Teaching Model in Vocational and Technical Education [D]. Shanghai. East China Normal University, 2006, (6).

<sup>5</sup> Zhang Weimin. A Study on Action-oriented Teaching Model in Vocational and Technical Education [D]. Shanghai. East China Normal University, 2006, (6).

the laborer, it is also called the key ability. The cultivation of the key ability needs a kind of teaching method to realize, and that is an action-oriented teaching method.

Therefore, in the teaching of tourism management specialty in colleges and universities, it is necessary to cultivate students' professional knowledge, technology and "key ability". Under the guidance of action-oriented teaching mode, teachers should change their role actively and adopt a series of teaching methods of action-oriented teaching mode to cultivate skills and "key competencies". In order to redefine the new role of tourism management teachers and realize the transformation of the traditional role of teachers, the author puts forward five commonly-used action-oriented teaching methods in the classroom teaching of different bases and core courses of tourism management majors.

*A. Teacher: writer + director — analog teaching method, role-playing method*

The simulation teaching method is to carry on the education activity under the artificial environment or the virtual circumstance, the simulation teaching is divided into the simulation equipment teaching and the simulation situation teaching two kinds. The simulation situation teaching is mainly according to the specialized study request and simulates a social scene. In these scenes, the scene which has the same function as the actual function and the work process is just simulated activity.<sup>6</sup>The role-playing teaching method is especially suitable for the profession of cultivating communicative competence, such as marketers, tour guides or secretaries. There are two aspects of role-playing, i. e. learning and mastering one's own role and understanding the other's role. Role-playing has a wide range of applications, which can cultivate students' multi-faceted abilities, such as communication and coordination ability, communication ability, language expression ability and so on. Because social interaction and mastery of problem-solving methods are so relevant to almost all professions, simulation teaching and role-playing can improve the effectiveness of classroom teaching and training.

"Tourist Guide Practice" and "Simulated Tourist Guide" are the core courses of the professional tour guide skills. In the teaching of the two courses, according to the characteristics of the courses, the role of the teacher can be changed from the role of the traditional teacher to the role of the writer plus director.

The cultivation of the professional knowledge and technology in the teaching of "Tour Guide Practice" and "Simulated Tour Guide" is to enable the students to master the skills of the independent group through study and training, to meet the needs of various roles (scenic spot interpreters, local tour guides, tour guides, international tour guides), to master the process of the group, and to successfully complete an integrated tour guiding mission. At the same time, cultivate students' "key ability" in

<sup>6</sup> Zhang Weimin. A Study on Action-oriented Teaching Model in Vocational and Technical Education [D]. Shanghai. East China Normal University, 2006, (6).

communication, etiquette, language expression, dealing with emergencies and solving difficult problems.

As a "screenwriter", the teacher should first design the theme of the script and outline — that is, the teaching theme of each class. After the teacher has arranged the task of scene simulation teaching, he can let the students have a concrete and comprehensive understanding of their future tour guide's professional position in a realistic social environment, and then let the students form a travel agency in groups. At the same time, students will prepare after class, group themselves and do scene simulation and role-playing exercises.

In the classroom teaching process, the teacher should play the role of "director", the students should assign the role, such as ground accompany, full accompany and so on to simulate station reception, scenic spot explanation, farewell, etc. actual work situations to carry on "plot performance", in the scene simulation to carry on the role-playing. During the whole teaching process, "director" needs to watch carefully, comment professionally, or demonstrate personally, to point out the advantages and disadvantages of "student actors", and use his theoretical knowledge and practical experience to direct a perfect performance close to reality.

By using situational simulation and role-playing method, students can deepen and strengthen the special norms of the tour guide industry, which is conducive to the overall improvement of students' professional quality and the cultivation of students' social ability and communicative ability in their own role-playing. Through turning the passive method into active method, through the simulation of different situations and the playing or comparison of professional roles, students accept the personality characteristics of the "realistic role" and analyze the inner world activities of the role played, so as to strengthen their own "key ability". Teachers can use the teaching of theoretical knowledge and practical operations to analyze students' problems in the process of scenario simulation and role-playing from the role of screenwriter + director, and guide future students in how to deal with related problems, how to act, how to strengthen, and how to improve during the actual work.

*B. Talk show host — case teaching method*

Case teaching method is to introduce a practical problem in teaching according to the teaching purpose and teaching content, point out the predicament, several choices or behaviors that have been made, guide students to analyze, discuss and evaluate these dilemmas, and put forward the ideas and methods of solving the problem, and affirm and compare the behaviors that have been done. It is a teaching method that improves the student's ability to analyze and solve problems.<sup>7</sup>

<sup>7</sup> Zhang Weimin. A Study on Action-oriented Teaching Model in Vocational and Technical Education [D]. Shanghai. East China Normal University, 2006, (6).

"Hotel Management", "Travel Agency Operation and Management", "Food and Beverage Service and Management" and other courses are the core courses of tourism management. In the teaching of these courses, according to the characteristics of the courses, the role of teachers can be changed from the role of traditional teachers to the role of talk show hosts.

The professional knowledge, technology and "key competence" of these courses are to enable students to master the basic skills of enterprises and institutions such as hotels, travel agencies, etc., such as catering service skills, room service skills, front office service skills, travel agency planning, administrative office skills, etc. Through study, discussion and post requirements, students are able to master their own "key competencies" such as communication, coordination and problem solving, etiquette accomplishment and so on to meet the need of work task smoothly.

As the "host" teacher is the initiator and guide of the whole learning activity, the teacher must master the whole process of the conversation activity. In the teaching process, the main purpose of the teacher is to arouse the enthusiasm of the study group, so that the students can carry on the dialogue according to their own thinking and experience. Throughout the process, teachers do not need to speak too much, to retain their own opinions. The purpose is to allow students to think for themselves. In applying this teaching method, the teacher is not an expert with professional knowledge, but the leader of the method and the planner of the problem. Especially in these core courses, such as in the real-life work scene of hotel, travel agency and other tourism service industry, there are many cases and different positions will encounter very specific different cases. Therefore, as a "host" teachers in the teaching process, teachers need to prepare case tasks, and then through a specific case and problem planning, initiation and discussion to induce students' thinking and creative potential. "Host" teachers may not even care if they can come up with the right answer, but pay attention to the whole process of discussion and thinking.

Therefore, through such role transformation, on the one hand, students can increase their awareness of case problems and improve their ability to solve problems from the guidance of teachers. On the other hand, students can improve their insight into the problem by communicating and discussing with the team members. By participating in case studies, students develop the ability to analyze problems, solve problems, and make independent judgments and decisions, so as to achieve the effect of extrapolation and transfer the application of knowledge skills. At the same time, through the analysis and research of a large number of real cases, students also accumulate rich case experiences to prepare for future employment.

### *C. General manager of the company — brainstorming method, project teaching method*

Project teaching is a teaching activity conducted by teachers and students through the joint realization of a complete project work. In vocational education, the project

refers to the task of producing a specific product with practical application value. As a teaching content of the project teaching, it is a teaching item. Its working process can be used to study the specific teaching content, has certain application value, and has a clear outline task description. The foundation and starting point of the project teaching form is a complete unit project, such as designing and manufacturing a new product independently, planning a project book, etc.

"Tourism Plan", "Tourism Scheme", "Scenic Spot Service and Management" and other courses are the core courses of tourism management specialty. In the teaching of these courses, according to their curriculum characteristics, the role of teachers can be changed from the role of traditional teachers to the role of general manager of the company.

The professional knowledge and technology of these courses are to enable the students to master the professional knowledge and work skills such as market research and analysis, statistical ability, writing business plan and project plan, and to successfully accomplish the project task through project study, professional post demand, mastering the "key ability" of writing, market ability, department management ability and so on.

In the course teaching, the teacher as "the corporate general manager" has the main teaching task about distributing the task book, collecting the solution, selecting the best choice plan to carry on the demonstration and so on. The teacher's main form of teaching organization is to make the students work in groups, in accordance with the collective work of groups and individual independent work. The teacher "general manager" should first prepare the project topic, after the project is distributed to each group, it can be put in the group to let the students discuss, ask each group member to put forward their own opinions and work plan. After discussion, the student completes the work alone or in group under the independent work plan guidance. Finally, the teacher "general manager" needs to determine the best solution. Taking "Tourism Plan" as an example, teachers can issue a planning theme task book, such as the local "tourism festival planning", to plan a large-scale New Year's Day activities as a project task, so that the group members will make discussion and plan defense, then teachers choose the best plan. At the same time, the teacher should strictly select and demonstrate the effectiveness, feasibility, operability and effectiveness of the plan according to the role of the general manager. Of course, during this period the teacher should give the necessary guidance and help, and the student's final work result should carry on the self-examination and mutual examination in accordance with the predetermined goal, and judge the final result.

Through the transformation of teacher's role and the form of teaching organization, the students' ability to plan and complete a whole project is cultivated, and the classroom grasping and after-class tracking according to the real work

scene will greatly improve the students' practical work ability in the future.

#### V. CONCLUSION

In the teaching of tourism management in colleges and universities, in order to cultivate students' professional knowledge, skills, and "key abilities", teacher are needed to actively change their own roles under the guidance of the action-oriented teaching model, and take the "action-oriented teaching model" series of teaching methods to teach tourism management related knowledge, skills and "key abilities" in a targeted manner. Therefore, it is proposed that in the classroom teaching of many courses in tourism management, the role of teachers can be changed according to the characteristics and actual conditions of each course to achieve the transformation of traditional teacher's role, improve the quality of classroom teaching, enhance the teaching effect, and cultivate this major of students more meeting the new requirements of the new times.

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