

Problems and Measures in the Training of Talents in "Tourism Management" in Colleges and Universities in China

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Abstract. At present, there are many problems in the cultivation of China's tourism management talents. Therefore, this article proposes many measures, such as positioning accurately, creating a distinctive brand of tourism management disciplines, designing scientifically syllabus and curriculum, advocating open-door schooling, innovating the school-running mode, introducing through multiple ways and cultivating high-level teacher resources to improve the adaptability of tourism management talents.

Tourism in Chinese colleges is basically derived and developed from geography, history, economy, foreign language, Chinese, management and other professionals. Since 1998, the "Tourism Management" program has officially become an independent second-level discipline in management science and business management. Such adjustment and integration of disciplines highlights the characteristics of "management" and "economy" of "tourism management" in practice. But due to lack of attention on "cultural characteristics", "service characteristics", and "operational characteristics" of tourism, the professional construction of undergraduate "tourism management" has always been applying the traditional and rigid idea of running a school, which has caused the misunderstanding of blind expansion of the "tourism management" construction in colleges and universities. And this results in a great waste of teaching resources.

Analyses of the Macro-Environment and the Status Quo of Tourism Education Development in the Training of Tourism Management Talents

First, the development of China's tourism industry has entered a new era. In 2016, China received 138 million inbound tourists, a year-on-year increase of 3.50%, and the total scale made a new record, becoming one of the world's major tourism countries. The state needs the support of a huge scale of tourism human resources, especially the support of the middle- and high level management talents who are good at practicing and understand management; the process of China's shift from a big tourist country to a strong tourist country has proposed higher requirement to us.

Second, China tourism education expands quickly. Since 1980s, with the rapid economic development, tourism has been demanding more and more talents. The education units at different levels and with different bases mushroomed to join tour education and training team. In 2016, enrollment of vocational tourism management majors included tourism management, hotel management, exhibition planning and management, leisure service and management, resorts development and management, travel agency business and management with 11.6 million people. 864 schools have tourism management with the enrollment of 56,000 people. 668 schools have hotel management with the enrollment of 45,000 people. 166 schools have exhibition planning and management with the enrollment of 7893 people. 93 schools have guide professional colleges 93 with the enrollment of 4046 people. 93 schools have leisure services & management with the enrollment of 1233 people. 45 schools have area development and management with the enrollment of 1015 people. 31 schools have travel agency business and management with the enrollment of 795 people. In terms of the amount, we have been into a new stage of development [2]. But in fact, on the one hand, tour education rapidly expands and the employment rate of tourism management graduates in tourism industry is less than 20%; on the other hand, we lack middle- high leveled professional management talents in the theme Park, star hotel and other companies. The demand for high-quality tourism human resources and the training of college tourism management personnel

are difficult to achieve effective integration, convergence and coordination of resources.

Some Problems Existing in the Cultivation of Professional Talents for "Tourism Management" in China's Universities

First, the orientation of personnel training for the "tourism management" major in colleges and universities is unclear. At present, there are two tendencies in college tourism education. First, from the industry's point of view, the domestic tourism industry's recognition of tourism career is generally higher than that of ordinary college tourism management students; Second, from the application of College Entrance Examination's point of view, the rate of students who choose this as the first choice of their Application of College Entrance Examination is much higher in non-key colleges and universities than that in key universities. Tourism management majors are forced to do so by their school in the key universities. No matter whether it is included in the "985" colleges, "211" colleges, or provincial-level key universities or general colleges, they have not started from the creation of distinctive brands, and they are following the same model, the same teaching design and the same curriculum to arrange their teaching activities.

Second, the curriculum is irrational and teaching methods are single. The teaching of college tourism management still continues the traditional "teacher-centered, classroom-teaching centered and instilling theoretical knowledge centered [3]" stereotyped model. Most of the foundations of China's college tourism management major relate to geography, history, economics, foreign languages, Chinese, management, and other majors. Many teachers are from these majors. "Teacher-centered" means that there is a tendency to set up classes for students in curriculum design and arrangement rather than for market demand. It is not centered on professional construction, professional branding of tourism management specialty and student professional learning.

Third, there is a disconnect between universities and the tourism industry and the lack of substantial cooperation and exchange between schools and enterprises. Domestic public tourism colleges and universities are basically still running their own school-running mode. There is no breakthrough in the cooperation with the tourism industry and tourism enterprises. The current cooperation only stays in some specific and formal matters concerning the establishment of an internship base in tourism companies, and the cooperation of some internship bases only stays in the form of paper agreements, and it is very rare for them to put it into practice when arranging student internships. Because the school aims at cultivating talents and companies regard the pursuit for profit as their goal. And if the two do not have a common bond, it is difficult to form a common goal.

Fourth, the development of teachers cannot adapt to the development of tourism.

(1) Domestic tourism colleges have lagged behind the construction of other majors, such as economics or management masters, and doctoral programs. Many master's programs in tourist fields only have a relatively large scale in the past one or two years and the tourism discipline doctoral points are few in the country. (2) For more than a decade, teachers of tourism has been being from the geography, history, economic, English, Chinese, management and other majors. (3) Teachers lack practical experience in the industry, so that teaching activities are tied up in the book without practice. It is difficult to ensure that the tourism management professional teaching law, to meet the needs of the tourism development of teaching quality.

Some Countermeasures for the Training of "Tourism Management" Professionals in China's Universities

First, position accurately, create a unique brand of tourism management disciplines. For example, key universities can rely on and graft on the advantages of business management disciplines and the advantages of architectural planning disciplines to create unique tourism management disciplines. And they can create brands in the training of graduate education, MBA, EMBA and other high-level tourism management personnel to promote the integration of undergraduate teaching to the training of tourism senior management personnel. And they can create major brands to attract applicants to

increase the rate of application of College Entrance Examination, to attract the attention of the tourism industry, tourism companies, and to increase the employment rate. General colleges should pay more attention to market demands and align with market demands in terms of professional orientation. In this way, through the implementation of different levels of education, the students will transform from their own wishes to personnel training, and then to the transition of tourism management professionals at different levels. Second, scientifically design syllabus and curriculum setting. In the syllabus and curriculum setting of the tourism management major, the traditional teaching method should be abandoned and the teaching contents should be innovative. (1) In addition to the general basic courses required by the State, the basic courses should be set, and the basic courses, management courses, and marketing basic professional courses should be integrated into several basic professional courses and professional courses involving all the major tourism fields. Make students lay a broad professional foundation in the first and second grade. (2) Refine and deepen professional orientation courses, design for professional orientation in the third and fourth grades, and set up professional orientation courses that can meet market demands and have different characteristics. (3) Encourage students to increase their elective humanities courses, expand their knowledge, and upgrade their cultural literacy. (4) The instructional design of practical courses is reasonably integrated with relevant courses. (5) Encourage teachers not to use fixed teaching materials, but to customize and integrate teaching lectures based on curriculum design. (6) Strict and effective dynamic assessment and monitoring of the syllabus, curriculums, and teaching materials should be conducted so that a complete and scientific teaching system can be distributed throughout the entire teaching process and effectively implemented.

Third, open-door schooling and innovate the mode of running a school. Tourism colleges and universities must implement open education, introduce tourism enterprises, and implement close cooperation between schools and enterprises to achieve : (1) The resource advantages of student resources, teachers, teaching facilities and equipment in tourist colleges and universities can be fully utilized, and the operation of the internship link that is not available originally has a better platform; (2) The intellectual resources owned by the college teachers can be fully played on the company's platform, thus improving the research and teaching level. At the same time, they can better provide consulting and training services for the company; (3) Enterprises may be involved in the content of all aspects of tourism teaching, and they may arrange the backbone of the industry or the enterprise itself to participate in teaching activities. They may use university teaching facilities to carry out training activities so that the training and training process of tourism management personnel can be smoothly operated. Forming a good interactive and cooperative relationship between enterprises and universities; (4) Students' professional learning is easy to form a "learning-practice-re-learning-re-practice model [4]"; (5) The brand of colleges and universities and the brand of tourism companies can achieve mutual promotion, mutual promotion, and complementary resources, and then form New tourism education and training brands have created new goals for education formats.

Fourth, introduce and train high-level teacher resources through multiple channels. (1) Introduce and hire tourism industry and high-level business personnel to participate in the teaching process so that industry and enterprise information and cases can be applied in teaching activities in a timely manner. (2) Encourage professional teachers to work part-time, hold jobs, and train students on the premise of not affecting teaching activities. Schools can arrange young teachers to train students in order to improve practice teaching level and ability. (3) At the same time as the introduction of high-level professional teachers, there are plans to arrange relevant teachers to pursue advanced studies at high-level tourism colleges at home and abroad.

The cultivation of tourism management professionals has practical and applied features. At present, China's "tourism management" professional personnel training has deviated from the demand trend of China's tourism management personnel. To this end, we must take the above measures to make tourism education more compatible with the development of tourism.

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