

Construction on Outside School Practical Teaching Base for Tourism Management Major

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Abstract: The practice teaching base is an important carrier for cultivating talents, and it is an important place for higher education institutions to incubate innovative and entrepreneurial talents. Establishing a stable off-campus practice teaching base is an important guarantee for improving the quality of practical teaching, and is an important condition for realizing the goal of training students in school tourism management. Aiming at the problems existing in the construction of the off-campus practice teaching base of the tourism management profession, following the basic principles of the construction of the off-campus practice teaching base, the countermeasures for the construction of the off-campus practice teaching base of the tourism management profession were put forward. The specific countermeasures include: establishing a stable off-campus practice teaching base, perfecting the teaching management of the practice teaching base, strengthening the construction of practical teaching staff, improving the operational efficiency of the off-campus practice teaching base, and establishing a scientific practical teaching evaluation system.

1. Introduction

For a long time, the state has attached importance to academic education and neglected the cultivation of skills. As the demand for social talents has changed from professional to applied, colleges and universities can only meet the needs of the times and adapt to social development by cultivating applied talents with strong practical ability. Practice teaching is one of the main means for colleges and universities to achieve the goal of training applied talents. The practice teaching base is an important carrier for cultivating talents, and it is an important place for higher education institutions to incubate innovative and entrepreneurial talents. The off-campus practice teaching base refers to a place with a certain scale and able to ensure relatively stable arrangements for students to participate in off-campus internships, training and social practice, including institutions, enterprises, institutions and scientific research institutions. The off-campus practice teaching base is the basic supporting condition for cultivating applied talents. The construction of base and the construction of practical teaching system are the key to whether or not to cultivate the application-oriented talents that meet the needs of social and economic development.

Tourism management and other professions are very new and highly practical, and students should not only have solid theoretical knowledge, but also have the ability to be skilled, so that they can better adapt to the needs of employers. China's tourism industry has upgraded to the pillar industries of the national economy and the modern service industry. Under the background of the scale and complexity of the tourism industry system, a large number of highly qualified employees are urgently needed. However, the construction of new professions such as tourism management started late, and the relevant teaching methods and practice links are still in the exploratory stage. The training programs show the characteristics of theory and light practice, which makes the supply and demand of talents seriously disconnected. There are still many weak links in the construction of off-campus practice bases. Establishing a stable off-campus practice teaching base is an important guarantee for improving the quality of practical teaching, an important condition for realizing the

goal of school training, and the cultivation of practical ability, innovation ability and entrepreneurial ability of high-quality talents. Has a very important role.

2. Main Tasks on Outside School Practical Teaching Base

The main tasks of the off-campus practice teaching base include the following three aspects:

(1) According to the professional talent training program, teaching plan and teaching objectives, the practical teaching programs such as post skill training, post practice, post practice and graduation practice are arranged in a targeted manner, and daily practice teaching management norms and training attendance are established. Rules and regulations such as skills assessment and training safety. To undertake the joint training of professional teachers, the implementation of teachers to enter the company part-time training, improve teachers' practical skills training, etc., and effectively improve the quality of professional teachers.

(2) Utilize its resource advantages such as talents, technology and equipment, participate in the teaching reform of school-enterprise cooperation and work-study combination; participate in the design of professional talents based on the development trend of enterprises and the requirements of job-based talents; Participate in the construction of professional curriculum system, participate in the formulation of teaching plans and professional personnel training programs; participate in professional curriculum development in accordance with industry enterprise technical standards and skill-based personnel training requirements.

(3) According to the teaching plan and teaching objectives, provide students with skills training, post-training and graduation practice, and select high-quality and responsible technical staff to serve as part-time teachers to jointly create "Exclusive combination, school-enterprise inter working". "Double-type" teaching team. Strengthen communication between schools and enterprises, grasp the pulse of the market, strengthen the relationship between teachers and technical personnel, and enable teachers to actively participate in technology research and development and social service work, and promote scientific and technological cooperation and cultural exchanges between the two sides.

3. Basic Principles on Outside School Practical Teaching Base Construction

The main tasks of the off-campus practice teaching base include the following three aspects:

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work, and promote scientific and technological cooperation and cultural exchanges between the two sides.

4. Existing Problems on Outside School Practical Teaching Base Construction for Tourism Management Major

There are many problems in the construction of the off-campus practice teaching base for tourism management, which are highlighted in the following aspects:

(1) The school-enterprise cooperation form is single. Many off-campus practice teaching bases, enterprises only provide some jobs, lack of teaching mechanisms that combine internships and training, and the motivation for cooperation between enterprises and universities is insufficient. In terms of enterprises, investing a large amount of funds to build a practice base, students have a risk of loss after a short internship, which is a waste of corporate resources. In colleges and universities, students are often given full responsibility for the business. The low level of school-enterprise cooperation directly affects the construction of off-campus practice teaching bases. The development of practical teaching activities in tourism management requires not only systematic professional theoretical knowledge, but also the cultivation of practical ability, relying on the close cooperation between schools and enterprises. At present, the content and form of cooperation are single, which affects the function of the off-campus practice teaching base.

(2) Lack of effective incentives. Incentive is an indispensable link in the management process, and effective incentives are the guarantee of organizational development. Incentives for students are important teaching and management tools. Tourism management students practice teaching bases outside the school. They usually share the same training, rewards and assessments as the formal employees of the company. They do not manage the characteristics of the students, resulting in low enthusiasm. Before the students practice outside the school, they will have a kind of eagerness to try, and hope to get rid of the boring classroom learning through off-campus practice. However, when students actually enter the practice site, they will find the gap between ideals and reality. Many students have the idea of not wanting to engage in tourism majors, which violates the original intention of school practice.

(3) The management system is not perfect. Many off-campus practice teaching base management systems are imperfect, lacking rules and regulations in teaching links, teaching effects, quality assessment and security systems. In particular, the responsibility of industry-university cooperative education undertaken by universities and enterprises lacks a binding policy and legal guarantee, which leads to the disorderly and inefficient operation of the practice teaching base and affects the operational efficiency of the base. Due to the different systems of schools and enterprises, and the lack of regular communication, coupled with the limitations of the university tourism management professional training system, many of the off-campus practice teaching base agreements are only for coping with evaluation and inspection, and the two sides lack deep communication and cooperation. The off-campus practice teaching base lacks long-term and stability, and the utilization rate is not high.

(4) Lack of a sound practical teaching plan. The tourism management professional curriculum system includes general courses, basic courses, professional courses and practical courses. The teaching plan stipulates the curriculum, the teaching sequence and the number of hours, as well as the arrangement of teaching activities, which are compatible with the professional training objectives. The professional structure of tourism professional is complicated, and the double-skilled talents are seriously inadequate. Facing the new applied professional, it seems to be incapable and unfamiliar to practical teaching. Many schools have considered the safety of students too much, which limits the use of off-campus practice teaching bases and ultimately affects the formulation of teaching plans. In practice, for a variety of reasons, off-campus practice teaching is often replaced by school practice, and off-campus practice can only focus on the last semester of self-internship or post-training.

5. Countermeasures on Outside School Practical Teaching Base Construction for Tourism Management Major

The off-campus practice teaching base is the best platform for cultivating applied tourism talents, which can improve students' employ-ability and solve bottlenecks that affect the development of tourism management disciplines. In view of the problems existing in the construction of the off-campus practice teaching base of the tourism management profession, following the basic principles of the construction of the off-campus practice teaching base, and referring to the research results of the relevant literature, the countermeasures for the construction of the off-campus practice teaching base of the tourism management profession proposed in this paper are as follows:

(1) Establish a stable off-campus practice teaching base. First, to maintain material input to the off-campus practice teaching base, including funding, teacher input, and other hardware inputs, companies must play a leading role in material input. At the same time, a stable practice teaching base is also inseparable from non-material inputs, and universities must play a greater role in spiritual culture leadership and theoretical guidance. To ensure the stability of the off-campus practice teaching base, it depends on the linkage mechanism between universities and enterprises. First, the government is required to play a leading role in the cooperative relationship between universities and enterprises. Second, enterprises and universities have adopted institutional norms and rationally invested in their own superior resource projects. Third, the use of social forces to supervise and monitor the operation of teaching bases.

(2) Improve the teaching management of the practice teaching base. Teaching management is the process of applying the principles and methods of management science and teaching theory, giving full play to the management functions such as planning, organization, coordination, and control, coordinating the various elements of the teaching process, making them run in an orderly manner, and improving efficiency. In order to promote the sustainable development of the off-campus practice teaching base and give full play to the role of the base, it is the key to the scientific and standardized management of the off-campus practice teaching base. Colleges and universities should establish a sound practice teaching management system with enterprises, so that students can follow the rules in the practice of the base. Improve the organization of the off-campus practice teaching base, improve various rules and regulations, provide institutional guarantee for the construction of the base; strengthen scientific management and improve the operational efficiency of the base.

(3) Strengthen the construction of practical teaching faculty. The "double-type" teachers have the ability and quality of college teachers and engineering technicians, and can integrate the knowledge, abilities and attitudes of the two into the educators in the teaching process. The construction of the teaching staff is the guarantee for the smooth development of practical teaching. The cultivation of applied talents needs to strengthen the construction of the "double-type" team, and actively introduce the "double-type" teachers with solid theoretical knowledge and strong practical ability; pay attention to the training of teachers in the school and the teachers outside the school. The hiring, establishment of business training system, regular organization of school teachers to carry out post experience learning, hired a front line of experienced personnel as a part-time teaching teacher. The school and the enterprise will jointly cultivate and jointly build a high-quality team of practical teaching teachers.

(4) Improve the operational efficiency of the off-campus practice teaching base. Although the construction funds and guidance teachers of the tourism management professional extracurricular practice teaching base are mainly undertaken by tourism enterprises, the existing resources are limited, and it is necessary to make full use of limited resources to complete practical teaching tasks, and actively carry out external cooperation and upgrade the base. Social service capabilities. This requires an off-campus practice teaching base to improve operational efficiency, formulate detailed scientific planning, rationally arrange the opening hours of the base, and comprehensively coordinate all aspects of the construction of the base, especially to meet the interests of students, and carry out practical exercises according to the wishes of the students to stimulate The students'

interest in learning ensures the effectiveness of practical teaching, which is also the key to improving the operational efficiency of the off-campus practice teaching base.

(5) Establish a scientific practical teaching evaluation system. Teaching evaluation is based on the teaching objectives, value judgment of the teaching process and results, and serves the teaching decision-making. It plays a multiple-faceted role in the teaching process, and adjusts and controls the teaching activities as a whole to ensure that the teaching activities achieve the intended goals. . It is up to the school and the enterprise to jointly develop a practical teaching evaluation system to ensure that the students' practice activities at the base are objectively and fairly evaluated, and fully mobilize the students' enthusiasm for practicing the teaching base outside the school. Emphasis on the evaluation of students' comprehensive practical ability not only evaluates the quality and ability of students, but also evaluates the effectiveness of work. It can be combined with practice reports, field operations, theoretical tests, design and defense.

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