

## The Experimental Teaching Mode Reform of the Course “Tour Guide Business”

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**Abstract.** Tour Guide Business” is a highly practical course, but because it is influenced by some traditional teaching methods and other factors, there are many problems. In order to adapt to the current tourism trends and patterns of demand for talents, the paper first analyzes the experimental teaching philosophy, then discusses “Tour Guide Business” practice teaching reform of the course in-depth, using the experimental practice teaching model as a starting point.

### Introduction

In recent years, the rapid development of tourism puts forward higher requirements on the demand for tourism personnel. Facing the problem of tourism personnel training coming apart and the loss of industry talents, tourism higher education is undergoing an enormous challenge. How to train professionals who can meet the social needs of forced reforms and innovation to be carried out in professional education, such as the positioning of personnel training, curriculum, teaching mode, etc.

The author has been engaged in “Tour Guide Business” teaching for many years, and has a more in-depth understanding of the course. As one of the core curriculum of the college tourism major, “Tour Guide Business” is a highly practical course. But because of the influence of the traditional teaching methods and other factors, there are many problems. In order to adapt to the current tourism trends and the patterns of demand for talents, we must strengthen the intensity of practice teaching in this course and the innovative practice teaching model so that we can cultivate versatile talents with high professional qualities.

### THE EXISTING PROBLEMS

A.The construction of teaching materials is lagging behind

At present, there are a lot of the textbook versions of the “Tour Guide Business”, and the contents are different. But there are little good overall design the course, and the theoretical and practical aspects of complementary and organic convergence is still lacking. They lack of planning practice. This situation is related to the differences of the personnel training objectives in university tourism education, vocational and other types of travel professional educational institutions. Because of the differences of the research objects and ideas, Higher Tourism Vocational Education should advance with the times. They need to write the adaptation of teaching materials according to their own talents culture.

B.There are a lot of overlapping courses among different courses

As core curriculum of tourism, there are a lot of cross-contents of this course and other courses. For example, the first part describes the development course of the tour guides work. It is related to the development of world tourism and China’s tourism industry. This part overlaps the contents in “Tourism Introduction”. The immigration knowledge and the content of the “Tourism Regulations” courses overlap; introduction of tour guides classification and travel agency overlaps some contents of “Travel Agency Management”. Besides, the aesthetic knowledge overlaps “Tourism Aesthetics”, and psychology part overlaps “Tourism psychology”. Facing with the overlapping content of

professional courses, the majority of teachers repeat similar lectures due to the lack of effective communication in the lesson, making it a waste of time, and also leading to the loss of interest in the curriculum so that students, teaching logic and practical aspects of exercise and other factors are affected.

Therefore, in addition to the serious study of the content of this course, teachers also need to communicate with other course teachers, and clearly the focus of each course taught.

#### C. Single teaching mode

As a practical course in conventional teaching model, "Tour Guide Business" is often mainly focus on lectures, students do not often participate. Students usually participate in teaching by multi-questioning and simulation-based classroom situation. They lack of the actual exercises, or even a real understanding of the industry, such as how to guide a tour group and other issues. And due to the passive position of the students in the teaching process, it is likely to cause the students' thinking inert, not positive in thinking.

Therefore, in order to change this relatively single mode of teaching, it is very critical to reform practice teaching. At present, many universities are using more mature "2+1" and "3+1" training mode to achieve good results, but post teaching practice positions are mostly carried out in the hotel industry. It is still relatively weak in the aspects of the reform for the course of the Tour Guide Business practice. So some students after graduation to enter the travel agents cannot directly take up the posts. They cannot even understand the industry correctly, but quickly switch to other employments. This ultimately leads to the failure of the personnel training. Comparing a variety of teaching methods, the experimental practice teaching mode is more effective.

### **EXPERIMENTAL PRACTICE TEACHING MODE**

The experimental practice teaching mode comes from experimental learning. The experimental practice teaching process design need to have a full understanding of the experimental learning model first. A systematic elaboration of the experimental learning than the system model is Kolb's experimental learning model. The experimental learning model contains a total of four stages: concrete experience, observation of thinking, abstract concepts and active practice. The essence of this mode is that: the best learning effect is reached after the loop procedure composed of these four stages. Inspired by the Kolb's mode being used in different areas, the author believes that the model can be applied to the "Tour Guide Business" teaching practice. Through the experimental teaching practice, the author believes that experimental practice teaching process consists of four phases: design preparation before teaching, situational experience, active practice and teaching evaluation.

#### A. The design preparation before teaching

This stage mainly focuses on the teacher's preparation before lessons. According to the characteristics of the requirements of the syllabus and the course content, teachers need to collect a lot of materials and take advantage of the gathering material design experience situations. The students need to complete the tasks. Experiencing the level of experience situational design quality and the depth of content directly impact the effectiveness of teaching.

#### B. Situational experience

Teachers and students experience the relevant materials together based on the context of the design. Before experimental learning, the teacher introduces the scenarios relevant background information, operational procedures and other matters. Based on the experience teaching points of view, the effectiveness of students' learning is firstly reflected in the students' active involvement in learning, in order to ensure the active construction of knowledge. The effectiveness of teaching should also be reflected in the learning enthusiasm to mobilize students so as to promote the active construction of students' knowledge.

#### C. Taking initiative to practice

Active practice means that the students use the knowledge of experience and summarize the active practical application. Teachers judge and correct the process. Active practice can be a set of

assignments made by the teachers to enable the students to complete the jobs or tasks. It can also be a set of training courses designed by the teachers in the course of practice teaching objectives, or the encouraging the students to participate in social practice activities deeply.

#### D. Teaching evaluation

The teaching evaluation phase is an important guarantee for continuous improvement of the effects of practice teaching. As a choice of quality education, the reasonable standards of evaluation in experimental teaching must be established to change the old way of evaluation which uses scores as the leading evaluation factor and often neglects the status and role of emotions and will. This requires teachers to treat scores rationally and improve the experience in the evaluation, and to establish a comprehensive evaluation index system including expert evaluation, student evaluation, self-evaluation.

### **EXPERIMENTAL PRACTICE TEACHING MODE**

The practice teaching of “Tour Guide Business” is an organic combination of practical courses. In the teaching process, teachers should combine the characteristics and teaching purpose of this course, orient on students’ ability cultivation, use flexibly a variety of experimental teaching methods. The course of the “Tour Guide Business” is a travel professional expertise required course. The practice teaching objectives are: the students are required to master Tour Guide Business related theoretical knowledge and guided tours with the tour group skills to adapt to the needs of the accompany and national guide talents in tourist attractions frontline spot instructors, travel agencies, and travel companies.

#### A. Classroom situation

1) Practice teaching content: common ways of explanation of the tour guide

2) Practice teaching purposes: to grasp the “correct, clear, vivid, flexible” explanation requirements, and based on this to use oral language and situational language, to explain the segmentation comprehensively, focused recalling the tragic combination of the virtual question and answer method, create suspense explain.

3) Training focus and difficulties: to explain the ways and techniques.

#### B. Teaching steps

1) Teaching design before class

Teaching materials processing is to enable students to experience. Teachers’ preparation of this lesson is to collect information about the theme of “guided tours”, including the cases, attractions pictures and make PowerPoint files. Teachers use multimedia devices to play on-site tour guide video and related pictures.

2) Situational experience

According to the contents of this section, teaching experience situations in this step will be designed as follows “Fig. 1”:

Multimedia situational experience:

Teaching teachers and students watch the video, the picture data first. Teachers show the selection of some of the clips from TV, the network computer multimedia presentations for outstanding tour guide scenario and explain the specific methods. Of course, these data cannot replace the lectures, but they can be used to activate students’ cognitive and emotional areas, so as to achieve the effect of deepening the knowledge.

Figure 1. Situational experience

Knowledge induction :

Students think about the questions given by teachers and simply write down what methods are used in the multimedia presentation, and how to use those methods. If the students have any questions, they can take the initiative to help textbook or teachers, but also to write down their understandings of the use of these methods. Then the students start panel discussions, they elect group representatives and make oral presentations to each answer, again this is another form of concrete experience.

Scenarios with experience:

This stage is simulated situations through classroom experience, the ability to use train students to explain the method, it is also the most important part in the entire classroom teaching links. In the teaching process, we should pay special attention to the cultivation of students' language skills that focus on creative language out of textbooks for students' ability. Experience of simulated situations, the key is to create a positive environment language, mobilize and activate each student's interest and involvement in awareness. Therefore, the design, arrangement, and deployment of teachers on classroom organization measures are very important.

#### C.Active practice and teaching evaluation

Active practice is an extension and deepening of classroom activities. The number of hours of classroom instruction is limited, teachers merely take advantage of this time, it is difficult for the students to firmly grasp the skills of guided tours, so the students take the initiative to practice as the main extra-curricular teaching activities is particularly important. According to the course requirements of this section, the design can be made in following forms:

##### 1) A variety of campus activities.

Students are organized by teachers. They make self-training or training in classrooms, dormitories and other places according to the contents of the specified use of extracurricular time. They can require the class committee, class Mission Branch, and the organization of such activities in the dormitories to organize those activities.

##### 2) Extra-curricular practice exercises.

That is the extracurricular intensive training. Specific operation: the teachers can choose a small area on the tourist areas and divide the students in group units, divided into group long rotation test guide, concluded a typical member of this group the advantages and disadvantages of each member of the test guide organizations for comment by the team leader, and then from instructor to set aside a certain time spot centralized review, to encourage students to avoid weaknesses. After that, the teachers summarize it under the auspices of the teachers back to school to discuss.

##### 3) Observation of the tour guide.

It is also called guided adaptive training students to the real working environment of the attractions, travel agents, tour guides and companies led by teachers, observe excellent tour guide is how to engage in the service of guided tours, learn what they did, the smiles, so that students further experience the artistry of guided tours, and understand the different explain the method used throughout the entire tour guides the process.

In short, it is not long time since the use of experimental practice teaching methods, so there is no unified teaching mode, but its positive impact has been reflected in the practical teaching of this course. The author will further explore and improve teaching practice.

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