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Discussion on Front-line Practical Teaching Mode of Tourism Service and Management Major in Secondary Vocational School

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Abstract: In the teaching of tourism service and management major in secondary vocational school, how to improve its theoretical foundation and improve its practical application ability remains one of the main courses of secondary vocational colleges. However, the latter is often overlooked in the current teaching practice of vocational education in this specialty. Therefore, this paper analyzes the teaching status of the secondary vocational tourism service and management major, and puts forward corresponding countermeasures and suggestions for the existing problems in order to help improve the teaching mode of the major.

Keywords: Secondary vocational school; Tourism service and management; Practical teaching.

1. Problems in Practical Teaching of Tourism Service and Management Major in Secondary Vocational School

1.1. Laggard in education mode of school

From the current situation, China's secondary vocational education is based on schools, and all the knowledge mastered by students comes from schools, which has no bearing with the society and enterprises. In the teaching of secondary vocational tourism service and management major, many teachers do not pay much attention to the actual hands-on ability of students. Some teachers only pay attention to students' academic qualifications, and the teaching method is too single, which affects students' enthusiasm for learning, and even makes students tired of learning. Moreover, in the process of teaching, the update speed of teaching materials is very slow, which does not reflect the latest technology and industry needs of today's society in a timely manner. That aside, many teachers copy the knowledge in textbooks and cannot be fully applied to actual operations. In the courses of secondary vocational tourism service and management, for many students who have not yet gone out of school, learning the knowledge in textbooks alone is not enough, and the inability to understand the knowledge well will lead to the failure to master their theoretical knowledge, nor can they improve students' adaptability, let alone effectively improve students' creativity. As a result, graduates lack the expertise to adapt to the needs of future jobs.

1.2. Lack of practical practice in the courses

Because of the demand for jobs in the tourism industry, many people will take professional qualification examinations as their priorities, such as tour guide qualification certificates. Therefore, they pay more attention to obtaining these certificates. As a result, they focus more on theory, resulting in problems with students' practice and practical ability. In the teaching process of the secondary vocational school tourism service and management major, there is also a lack of special practical courses in the curriculum. The teaching content of the practical class is not very scientific in its setting. As far as the current actual situation is concerned, the practical operation is relatively simple, and the practical exercises set by the teacher are relatively simple and mechanical, which cannot improve students' hands-on ability and interest in learning. If teachers cannot arrange professional practical courses scientifically and reasonably, it will cause a big deviation from the training goals of students in the major.

1.3. Lack of clarity in training aims

The secondary tourism service and management major has strong operability and practicality. Therefore, in the teaching process, attention should be paid to the cultivation of students' practical skills, so that they have more practical experience. Judging from the current situation, many people do not bear good adaptability after graduation. The lack of high-level talents will also reduce the overall service capacity of the tourism industry, thus failing to promote the development of tourism.

1.4. Lack of professional quality of teachers

At present, in the teaching practice of China's secondary vocational school tourism service and management major, the teaching power is weak due to the late start of tourism education. In addition, throughout the teaching process, the teacher's teaching purpose is not clear enough. With the development of the times, tourism develops with it, and the corresponding talents of the new era are also needed. However, the school's education only pays attention to the theoretical knowledge in students' books, which leads to the lag of education and cannot adapt to the development of the times. In the actual teaching situation, the actual work arrangement of teachers is relatively concentrated, and most of them are carried out after passing a certain qualification examination, after which they carry out corresponding activities, leading to the lack of theoretical guidance for students in practical operation, which brings difficulties to practical operation.

1.5. Insufficient construction of teaching facilities

An important problem with the secondary vocational tourism service and management major is that some schools have backward teaching equipment and practice bases. Tourism companies can't recruit all students at once, and when choosing interns, they will choose their students according to their own needs, so that the content of students' internships will become different, resulting in deviations in the abilities they acquire. In this case, some students will have more understanding of what they have learned during the internship, while some others do not have rich practical experience because the internship time is too short.

2. Strategies for Implementation of Practical Teaching of Tourism Service and Management Major in Secondary Vocational School

2.1. Innovative methods to design classrooms

Reforming the way of education is first step for the transformation of teaching. In the courses of the secondary vocational tourism service and management major, the teacher first designs some problems that may be encountered in the tourism industry before taking the theory class, and then uses these problems for teaching, so as to improve students' interest in learning and deepen students' understanding of theory. During the course of the teaching process, the teacher should make full use of a variety of teaching methods to continuously improve students' practical activities, and at the same time, they can also use situational teaching methods to simulate industry scenarios for corresponding teaching.

2.2. Go out of campus to understand industry

Since the tourism industry is a very comprehensive one and has a very close binding with the society, students have been studying in school, and it is not enough not to go out of school. In schools, teachers can invite experts to give lectures to students. When it comes to going out of the school, the school can communicate and cooperate with some tourism companies, take students to visit tourism enterprises, understand the operation of the company, and expand their horizons. Every once in a while, students will be introduced and shared with some of the latest development of domestic and foreign tourism, as well as the demand for talents in tourism companies, so that students can better understand the development of the tourism industry.

2.3. Adjust the plan according to demands

In the teaching of secondary vocational tourism service and management major, teachers and schools should always pay attention to the dynamic changes of the industry, understand the needs of enterprises for talents, and formulate corresponding training programs to adapt to the development of the industry. Before the implementation of internship teaching, it is necessary to carry out scientific planning of the internship course, the specific goals and staffing of the teaching implementation need to be deeply planned, the implementation of each course must meet the needs of the major, and the process and level of internship teaching need to be carefully planned.

2.4. Teacher training and professional ability Enhancement

In addition to a certain professional theoretical knowledge, secondary vocational school teachers must also have certain practical ability. If we want to continue to improve the teaching staff and teaching teams, we can hire experienced teachers in the industry to guide them, enable them to participate in various trainings, and improve their professional capabilities. For students, if the teacher's professional quality is premium, then the student's learning efficiency will increase accordingly. Therefore, in the teaching process, the school should strictly evaluate teachers according to the curriculum and syllabus, continuously improving the quality of teachers.

2.5. Investment in construction and establishment of practical teaching base

With the rapid development of information technology and increasingly fierce competition, vocational colleges must allocate courses according to the actual needs of the industry, and can learn from the advanced experience of the society, such as the application of cooperation between enterprises and schools, to better cultivate outstanding professionals in the job demand. An internship base can be set up in the school, so that students can carry out practical operations and improve their hands-on ability and creativity through practice. The on-campus training base can reduce the commuting between the school and the company, and continuously improve the effect of internship. In addition, there is an off-campus internship base, where teachers can take students to a certain place to do a simulated guide, and can also enable students to participate in some tourism industry work, such as travel agencies, etc. Then, students can make their own practices, after which they do summary reflection, so as to better improve their learning effect, laying a solid foundation for future work.

3. Conclusion

In the courses of the secondary tourism service and management major, teachers should let students learn while strengthening their practical ability, so that they can gain more experience in practice. Secondly, teachers should innovate in teaching methods and concepts, constantly improving students' interest in learning, and at the same time, through various forms of teaching activities, everyone can participate in the classroom. That aside, develop adaptive training plans according to the learning situation of different students while at the same time introduce the development trend of the industry to students, so that they can better understand the development of the industry, thus achieving better employment.

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