

The Innovative Research on Open Teaching Mode in Training Tourism Professional Applied Talents

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Abstract. Teaching mode innovation is the best method to balance the supply and demand for professional tourism talents. According to a questionnaire survey on open teaching mode, this research paper analyzes problems existing in teaching reform, proposes suggestions to adjust the teaching reform for further development in a correct direction. Meanwhile, it evaluates the teaching effect in the open teaching class, helping teachers correct the inappropriate teaching manners. Finally, the paper also put forwards measures for developing the teaching mode in training tourism professional applied talents.

Keywords: Tourism specialty, teaching mode, Analysis on survey.

1. Introduction

With the adjustability of industry structure in China, tourism has become new domestic economic growth point. Nowadays, as the pillar industry, tourism industry needs not only stable theories and wide knowledge of the field, but also innovation spirit, competition consciousness as well as practical ability. In the opening economic market, tourism enterprises are facing international market competition. After entering WTO, Chinese tourism industry is in need of the open-minded intermediate and advanced talents who are familiar with regulations of WTO and tactics of the modern enterprises management.

At present, the teaching theory and student's study are being in a bottle-neck state. On one hand, students are easy to be tired about a great deal of theories. On the other hand, teachers are difficult to attract students' attention and achieve nicer teaching effect because students lack interests towards theory knowledge. We design a questionnaire investigation, aiming at the contradiction phenomenon during teaching process. We hope to know that whether the present teaching method, schoolwork form and examination mode could arouse students' study interests. We also wish to find out whether the opening teaching mode is effective to inspire our students.

Questionnaire investigation is a method of evaluating and improving teaching effect. It could help teachers grasp students' actual state. It is propitious to find out the issues existing in curriculum reform, and to solve the issues properly. Simultaneously, questionnaire investigation is also a means to evaluate teachers' teaching effect in order to help them find out the problems in the teaching process.

2. Main contents and analysis

2.1 Basic information of students investigated

The questionnaire is composed of 23 questions. It includes students' evaluation of traditional teaching mode and teaching methods, teachers' teaching state and employment guidance towards students, and so on. The students investigated include all the students of Tourism Management major and Geography major of certain university. Five hundred questionnaires are sent out and answered effectively. Among the students investigated, the students who major in tourism management account for 81.2% and the rest 18.8% major in geography. The students coming from towns occupy 39.2%, and the rest are from country. The students who would like to continue their study after undergraduate

course account for 78.8%. The students who love their own major occupy 51.4%. 6% of the students were forced to choose the present major by their parents. The rest students have to study their major because they are not enrolled by their desirable specialties. Questionnaires are answered anonymously. The students coming from two majors do the questionnaires simultaneously.

2.2 Analysis of investigation result

Questions on traditional teaching mode include: Is it necessary to reform the traditional teaching mode? What do you think of the present teaching mode? In your opinion, what are the obvious issues existing in the present teaching mode. 79.8% of the students investigated believe it is necessary to innovate in the present teaching mode. 20.2% think innovation does not matter. 42.8% of students would like to take part in the teacher-oriented class. They appreciate the cases given by teachers. 24.2% of students would like to be led by their teachers in class. 18% of all like the interaction class, where they could discuss some issues with their teachers and classmates. The rest choose spoon-feed teaching mode. The result illustrates that most students hope to reform the present teaching mode. They like the opening teaching mode for improving themselves.

Questions on curriculum design and teaching methods include: Please evaluate your own curriculum. What do you need to learn in the class? What is helpful to arouse your interest in study? What are the key elements in promoting classroom teaching quality in your opinion? What should discussion and cooperation tasks account for in one class period? What should your teachers' pay attention to about their teaching methods? 32.4% of students investigated satisfy or relatively satisfy the present curriculum. 67.6% commonly satisfy or do not satisfy the curriculum. 69.6% of students believe teaching methods and teaching management are the key factors in promoting classroom teaching quality. 15.2% of students think teachers' academic level and their attitude are more important. 35% of students hope their teacher could give them a vivid, active, and attractive class. 65% of student care about whether the knowledge is practical, useful and easy to be understood. This shows that most students are not satisfy our teaching plan. They hope the knowledge in class could be helpful to their future career.

Questions on practical training and employment: How long should your practical training last? What is your attitude towards the graduate employment situation? What contents of employment guidance are needed? What methods of employment guidance are acceptable? What should your university do for your employment? 72.2% of students are not optimistic, even pessimistic about their future employment. Only 2.8% are optimistic. 65.6% of students believe they should choose their career after obtaining employment. 27.6% would like to create their own career after graduation. Only 6.8% of students investigated believe they will have a suitable position when they finish their study. At present, demands of employment guidance contents concentrate on improving personal vocational diathesis, planning vocational aims, and studying public etiquettes. Most students hope to have more opportunities to take part in social practical activities and receive a practical training sponsored by related enterprises.

3. Measures to realize open teaching mode

Shortage of advanced hotel managements and professional managers spurs the reform of training mode for tourism management talents. To cultivate compound and applied talents, open teaching mode should make efforts in contain aspects, such as curriculum system, teaching staff, software and hardware construction, etc.

3.1 To construct open curriculum system according to social demands

Nowadays, the curriculums in tourism management colleges and schools are basically connected with the development of tourism. With the rapid development of tourism market, the speed of specialty adjusting is relatively slow. This adjusting should be quick, timely and advanced, instead of being static and passive. Colleges and schools of tourism management should set up appropriate curriculums in order to catch up with the demands of the market. The original curriculum system should be added with the courses concerned with new demands and new tendencies in the field of

tourism and hospitality, such as Hotel Collectivization Operation, MICE Service and Operation, etc. It is necessary to set up new courses so that to keep up with the development of market. During the general teaching process, continuously thorough teaching research, positively exploring new teaching mode and teaching methods are needed. Teaching should be students-oriented and questions-oriented. Teachers should practice heuristic, discussing, open, exploring teaching modes. Teachers should also teach students in accordance with their aptitude and help them be accustomed to independent study and research study. Teachers should respect students' personality and specialty, lead them to be the master of their own study. Communication with students is needed. Colleges and schools should strengthen monitoring and administer classroom teaching process in order to improve teaching quality. Scientific research and classroom teaching are interactive. Colleges and schools should encourage and support their teachers to connect their research with their teaching, and to do researches with more students, etc.

3.2 Aiming at cultivating job-hunting competence

Training schemes of most colleges and schools of tourism management say that the teaching aim is to cultivate advanced professional talents who are suitable for the development of tourism industry. This target is inexplicit, meaningless, and without any features. In tourism market, graduates have less opportunity than junior college student sometime. Colleges and schools should adjust their teaching targets again. Cultivating students' specialized practical competence to meet the demands of tourism market is a key element in teaching system. To enhancing and improving specialized basic theory, practical techniques and basic vocational diathesis are three basic teaching modules. The important teaching targets are emphasizing on training students' practical competence, management competence, and self-development capabilities. When establishing teaching plan, colleges and schools should combine professional theories and technical practice, unite classroom teaching and professional practice; they should also integrate basic knowledge and professional skills, as well as train the specialized and comprehensive diathesis of their students. The teaching process should paying stress on cultivate professional practical competence and vocational diathesis, standing out practicability

3.3 To finish teaching process by experience

Teaching and studying are two aspects of one matter. Learning by teaching is the unique method to realize teaching target. Changing traditional teaching process is helpful to foster students' employment competence. Psychological study shows people are hard to forget the things they experience. Experience style teaching might be used in tourism management teaching. During teaching process, on the base of certain theories, teachers should purposefully create some situations in order to arouse students' interests. Teachers should direct students to apperceive and understand professional knowledge as well as approve it in practice. Experience-style teaching aims at combining education with recreation. It emphasizes on students' experiences and personality. In such teaching process, teachers are assistants instead of traditional preachers. Teaching aims to establish students' dominant position and help them grasp learning methods. In experience teaching process, teachers need to create appropriate situation for students and direct them to express their own experiences.

3.4 To improve vocational programming system and strengthen cooperation with tourism enterprises

Nowadays, finding a job is not an easy case. It is undoubtedly important to help student's programmer their vocation. Many colleges and schools of tourism manage have begun to direct students to programmer their vocation. Specific items include introducing the major, guiding employment, providing employment information, holding job fairs, etc. But all these are not professional and lack of systematic. Sponsors are usually certain department of colleges and schools. Specialized teachers and tourism enterprises seldom participate the direction process. Programming vocation is the most important step in students' life. Colleges and schools could unify instructors, professional teachers, enterprises to help students determine their vacation plan. Meanwhile, teachers should follow up the development of students, and adjust their vocational targets appropriately. Cooperation between colleges and enterprises does not only mean helping students search practical

chances. The cooperation stands for sharing common resources, exchanging specialized information, cultivating students' competence. Colleges and enterprises could jointly running schools. That will provide students with a smooth channel so that to realize the open style talents training mode.

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References

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