

# *Exploration on Integrated Practical Teaching System of Applied Undergraduate Tourism Management Major—Take Zhaoqing University as an Example*

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**Keywords:** Application-oriented general undergraduate university; Major in tourism management; Reform of practical teaching system

**Abstract:** There are problems such as more prominent structural contradictions and serious tendency of homogenization in higher education in our country. At present, although the professional training of tourism management in Zhaoqing University advocates innovation in the training mode, it still has not completely got rid of the traditional personnel training mechanism, and the training mode and its implementation have not yet well connected with the development of the industry. Therefore, the tourism management major of the university deeply studied the practical teaching system of tourism management major in application-oriented undergraduate universities, and constructed five platforms and four mechanisms to carry out practical teaching reform.

## 1. Introduction

The Ministry of Education, the National Development and Reform Commission and the Ministry of Finance issued the Guiding Opinions on Guiding Some local general Undergraduate Universities to Transform into Application-Oriented Universities. In view of the more prominent structural contradictions and the serious homogeneity tendency of China's higher education, it is proposed to start from the overall situation of adapting to and leading the new normal of economic development and serving innovation-driven development. We will promote the transformation of some ordinary undergraduate universities into application-oriented development [1-2]. The key to the transformation and development of ordinary universities is to connect with the market, so that higher education can return to the duty of service industry. This kind of transformation puts forward new and higher requirements for undergraduate universities, prompting us to carry out a series of changes and reforms in the aspects of education concept and talent training mode. The core problem is the cultivation of application ability, that is, the cultivation of practical ability suitable for the needs of the industry. As a local undergraduate university, the tourism management major of Zhaoqing University is a major with strong practical application. Therefore, it is necessary to establish a practical teaching system of tourism management according to the requirements of the teaching reform of universities in transition and the actual needs of the development of the industry, with the training of applied talents in the industry as the goal orientation, which is the key factor for the successful transformation and development of the relationship. It has significant transformation and development significance.

As a provincial quality engineering construction major, the Tourism Management major of Zhaoqing University has been running schools for 16 years, cultivating nearly 2,000 undergraduate graduates, more than 30 full-time teachers, and enrolling more than 100 students every year. The students have been divided into tourism management and hotel management since their sophomore year. The number of students and full-time teachers in Zhaoqing University ranks among the top of local undergraduate universities in Guangdong Province. Zhaoqing University, with its Department of Tourism and History and Culture, is one of the few institutional departments specializing in tourism in Guangdong Province. Therefore, if the construction of tourism management major in our university can explore a practical teaching mode suitable for the tourism management requirements of application-oriented undergraduate colleges, it will play a good demonstration role and model leading value for the transformation and development of tourism management related majors in application-oriented undergraduate universities across the province.

In addition, consumption upgrading brings about the transformation and upgrading of the tourism industry. Tourism consumption develops in a diversified and high-quality direction, and the tourism industry accelerates its development toward informatization and digitalization. However, the application-oriented undergraduate tourism management talent training model cannot quickly adapt to industry changes, and the structural contradiction and homogeneity of undergraduate tourism management talent training are prominent. The problem of difficult employment and low employment quality of graduates is more prominent, and even separates from the demand for applied, composite and innovative talents in the production and service line of enterprises<sup>[3]</sup>. Therefore, accelerating the transformation of higher education of tourism management major in application-oriented undergraduate universities to application-oriented is the key factor to solve the bottleneck of its own development and the shortage of talent requirements in enterprises. Therefore, it is of great practical significance to study the practical teaching system of tourism management major in application-oriented undergraduate universities, which is the key to the transformation and development of all universities, as well as to determine whether to train application-oriented talents in short supply in enterprises.

## **2. Status Analysis**

### **2.1. The university took the lead in becoming a pilot undergraduate institution for application-oriented transformation and development in Guangdong Province**

Zhaoqing University has taken the lead in becoming one of the 14 pilot institutions of undergraduate transformation and development in Guangdong Province. Among them, Tourism Management major, as an application-oriented undergraduate major, has become one of the representative majors in the transformation and development of the university to application-oriented. Since then, the major has carried out a series of teaching reforms for the training of application-oriented talents, and marked the practical application ability required by the industry employers into the practical teaching system.

### **2.2. The Tourism management major of the university has successfully built a deep school-enterprise collaborative education platform**

In order to fully implement the requirements of transformation and development, the tourism management majors of Zhaoqing University aim to cultivate applied talents, attach importance to the reform of practical teaching system, gradually increase the proportion of practical teaching in the talent training program, make continuous efforts to create a deep integration of this major and tourism enterprises, and build a platform for innovative and collaborative education of tourism management

majors. Establish a strategic cooperative relationship with Marriott International Hotel Group, and regularly carry out school-enterprise cooperation with the hotel group, such as student internship and teacher training. A total of five teachers have been sent to participate in the temporary training of Marriott Hotel to train a team of double-qualified teachers. Both the off-campus practice teaching base and the training of double-qualified teachers have achieved certain results.

### **2.3. The university still faces some problems in the practice teaching reform of tourism management major**

Tourism management is a major with strong practical application. Tourism management personnel training should not only pay attention to the master of basic professional knowledge, but also emphasize their application in practice, emphasize the combination of theory and practice, and highlight the cultivation and formation of practical ability and operational skills. Therefore, the construction of practical teaching system is particularly important in the process of personnel training. There are still some problems in the practice teaching reform of Tourism management major in Zhaoqing University:

#### **2.3.1. The understanding of the concept of application-oriented management personnel training is still insufficient**

At present, although Zhaoqing University advocates innovation in the training mode of tourism management major, it has not completely gotten rid of the traditional talent training mechanism, and the talent training mode and its implementation have not well connected with the actual development of the industry. The systematic reform of talent training project has been implemented, and the teaching mode based on professional theory has not been effectively improved. The openness to related industries and more practical knowledge is still not enough; The practical understanding of the training of applied management personnel is insufficient, and even if there is some exploration, the actual implementation is not ideal. Due to the shortage of school funding and other reasons, the efforts to promote the construction of practice platforms still need to be improved.

#### **2.3.2. The proportion of practical teaching in the process of personnel training is still insufficient**

The characteristics of applied tourism management professional talent education lie in its professionalism, sociality and practicality. Professionalism is the goal, sociality is the standard, and practicality is the requirement, which has a clear ideological understanding in training colleges and universities. The Tourism management major of Zhaoqing University still has the problem of insufficient practical operation training in the training of tourism majors. The proportion of theoretical courses is too large, practical courses and teaching links are still too few, and there is a problem of disconnection between theory and practice in the process of personnel training. As a result, it is difficult for students to adapt to the professional quality requirements such as the practical operation ability of the tourism industry. In order to really train the application-oriented tourism management talents welcomed by the society, it is also necessary to build a perfect and systematic practical teaching system.

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### **2.3.3. Practice teaching management and assessment system is still relatively traditional**

The applicability of tourism management major in application-oriented undergraduate colleges has been widely recognized, but in the actual teaching management, the teaching management of tourism management major is inevitably included in the teaching management system dominated by traditional theoretical teaching. On the one hand, although the relevant national departments and the industry have vigorously advocated practical teaching courses, a series of links such as teaching objectives, teaching content, teaching links and teaching management have not been able to form strict standardization and integration, and there is a lack of three-dimensional practical teaching system. On the other hand, the teacher management and assessment system still takes teaching scientific research results as the main assessment index, and teaching scientific research papers and project projects are still the main requirements for teachers' assessment. This assessment system guides teachers to pay attention to participating in the publication of teaching scientific research papers and the declaration of project results, and less participate in the reform and practical work of practical teaching. The ability of teachers to "double master" also needs to be improved.

## **3. Practice Teaching Reform Objectives**

The university adheres to the principle of demand-oriented and local service in the teaching reform of tourism management, fully respects the market mechanism and demand, promotes the reform of the talent training mode based on demand transmission, strengthens the practical application ability of students, and cultivates professionals who meet the needs of the tourism industry. Therefore, the reform aims mainly focus on three aspects:

### **3.1. Sort out the target positioning of application-oriented talent training**

Talent training objectives and training measures are two important factors in practical teaching reform. Training objectives are the positioning of knowledge and ability. Different positioning of talent training objectives determines the mode of talent training, the arrangement of teaching methods, curriculum and teaching links, and the employment direction and career orientation of graduates to a large extent. It is the starting point and focal point of all teaching activities in universities. With the digitalization and high-quality upgrading and transformation of the tourism industry, the demand for high-quality and high-level applied talents is increasing. This requires colleges and universities in transition to target scientifically according to the development trend of the industry, the actual needs of the society and their own conditions, so as to meet the needs of the talent market for technical application-oriented talents. Therefore, it is necessary to adjust the orientation of talent training objectives, compete with other research-oriented and teaching research-oriented universities, and emphasize the cultivation of industry-oriented, problem-oriented, strong practical ability, innovative spirit and entrepreneurial ability, as well as learning and processing abilities such as acquiring information, analyzing information, summarizing and making decisions. And organization and coordination, communication, self-criticism and expression, adaptation to society and self-renewal and other comprehensive abilities, have a high professional comprehensive quality of senior application-oriented professionals. This is the primary problem addressed in this project.

### **3.2. Build a three-dimensional comprehensive practical teaching platform**

The second research goal of this project is to build a multi-platform, multi-dimensional practice and training platform. For the training of application-oriented tourism management professionals, the on-campus training room cannot provide "all-true" business scenarios for students to conduct business operations, and it is difficult to exercise students' practical ability. Therefore, it is necessary to make full use of the real business environment of off-campus training bases and strengthen cooperation with tourism enterprises to build off-campus training platforms. And make full use of the social environment contacted by social practice as a platform for practical teaching. That is to make full use of a variety of different educational environments and educational resources such as schools, society, online agents (OTA) platforms and tourism enterprises, form a three-dimensional comprehensive practical teaching platform system, implement progressive and penetrating practical teaching, and integrate students' theoretical knowledge with practical work, in order to cultivate application-oriented talents truly suited to the needs of social units.

### **3.3. Build a step by step practice teaching link**

The ability to solve problems comes from practice, and various practice teaching links are especially important for cultivating students' practical ability and innovative ability. As a tourism management major with strong applied characteristics, practical teaching should cultivate students' work skills, quality, attitude and required knowledge according to changes in the workplace. However, the current practice teaching of tourism management is still in the exploratory stage, and the training objectives and content system construction cannot meet the students' expectations for their future career, and it also lags behind the environmental changes of the tourism industry job market. Therefore, from the perspective of career planning, job promotion and career development of educatees, we should adhere to the idea of "people-oriented" and rebuild the practical teaching objectives and content system. The main goal is to cultivate practical and innovative ability, break through the boundaries between class and extracurricular, semester and vacation, school and enterprise, and establish a complete stepped practical teaching system.

## **4. Construction of practical teaching system and mechanism**

Based on the current situation and existing problems of the practice teaching reform of tourism management major in our university, this paper deeply studies the practice teaching system of tourism management major in application-oriented undergraduate colleges and universities, and plans to carry out practice teaching reform from the aspects of building five platforms and four mechanisms.

### **4.1. Construction of five platforms for practical teaching of tourism management in our university**

The Tourism Management major of Zhaoqing University strives to build a new comprehensive practical ability training system based on the coupling of theoretical learning and practical teaching. This system breaks through the traditional basic mode of practical training teaching for tourism management majors, proposes the concept of "comprehensive practice" ability cultivation of "exploration, innovation, application and openness", builds the platform of training base, we-media platform, professional competition platform, innovation and entrepreneurship training project platform and social practice platform, and cultivates students' innovation and entrepreneurship ability and problem-solving ability. Enhance students' ability to adapt to industry development and social competition. Traditional undergraduate practice courses of tourism management tend to imitate basic

skills such as bed making and table setting at the college level, but the technical content of these basic practical training skills is too low to reflect the difference between the undergraduate teaching level and the college level. Therefore, this project scientifically evaluates the talent training positioning of tourism management at the undergraduate level and builds a practical teaching system that is more in line with the talent positioning at the undergraduate level.

The training base platform is based on the mechanism of multi-party co-creation of practical teaching platform, and selects tourism enterprises with good brand reputation as the off-campus practice base for tourism management majors, which is mainly responsible for receiving students' observation, internship and on-the-job internship, and cultivating students' practical operation ability in the actual operating environment. In the past, practice teaching in off-campus practice bases was the main form of practice teaching for tourism management majors. However, after years of practice and exploration, we found that these positions provided by practice bases were usually basic positions in enterprises, and students often simply repeated some low-technology tasks for a long time, resulting in poor practical ability training. Therefore, this project combines the digital development trend of the tourism industry, builds a we-media practice platform, and cultivates students' time ability in online booking and we-media marketing. In addition, through the construction of professional competition platform, innovation and entrepreneurship training project platform and social practice platform, the project also cultivates students' ability to transform theoretical knowledge into practice by promoting learning through competition, project application and project research under the guidance of teachers. This new social practice mainly takes competition, innovation and entrepreneurship project and social practice research as its main forms. The requirements for theoretical knowledge are often relatively high, and the project design, project planning, project declaration and project research need to be combined with the actual situation of the current social economy, which has a better effect on the cultivation of students' comprehensive practical ability.

#### **4.2. Practical teaching mechanism construction of tourism management major in applied colleges and universities**

The construction of the five platforms provides the basic platform for practical teaching, and the basic platform needs the operating mechanism to implement the teaching organization. The four mechanisms are the training system formed by the implementation of practical teaching organizations on the basis of the five practice platforms (Figure 1). First of all, the combination of production, learning and research is formed through the we-media platform and practice base platform, and inquiry learning is implemented through the construction of cultural and tourism platforms, and ideological and political lessons and party building are integrated into practical teaching, so that teaching and research drive scientific research and promote teaching with scientific research. Secondly, through the Dacreate project platform, students are guided to carry out training on home-stay and shared accommodation entrepreneurship, learn new forms of accommodation through the car camping project, and cultivate the international vision of hotel brands through training such as simulated hotel investment. In addition, through the professional competition platform and training base platform, the implementation of open practice teaching, while guiding students to participate in the "Challenge Cup" and "big innovation" declaration, exercise innovation and entrepreneurship ability. Finally, through the social practice platform, we organize students to participate in the summer "three rural" social practice, guide students to carry out research report competition, and at the same time, relying on the College of Cultural and Tourism Industry, introduce industry mentors to guide students to actively carry out "inquiry internship", and organize students to think and innovate on the problems existing in business operation and competition.

### Five platforms, Four mechanisms system

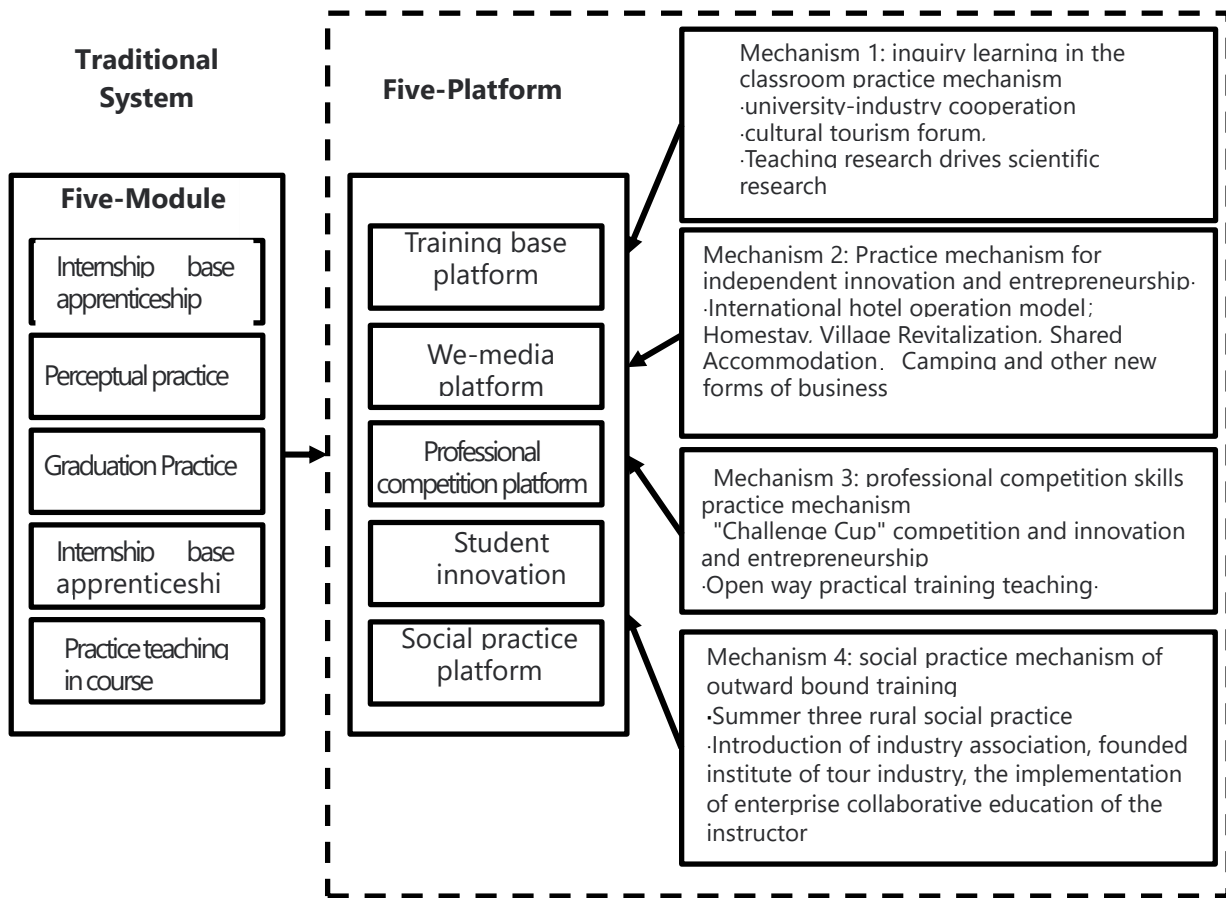


Figure 1: Comprehensive practical ability training system of five platforms and four mechanisms

### 4.3. Time series design of practical teaching of tourism management major in applied universities

The comprehensive practical ability training system of tourism management major realizes the progressive and penetrating practical ability training in the whole process according to the academic system (Figure 2). In the first year, students mainly choose the training base platform to achieve "open practice" exercise, and carry out inquiry learning with the help of the we-media platform and the cultural travel forum; In the sophomore and junior years, students mainly choose three platforms: social practice, professional competition and big innovation project. They participate in the "three trips to the countryside" social practice activities, big innovation projects and professional skills competitions for college students in winter and summer vacations, and learn and cultivate professional practice ability and innovation and entrepreneurship ability through "multi-scene" practical activities. In the fourth year, we choose the training base platform to carry out comprehensive practice and "inquiry-based practice", so as to cultivate students' ability to solve practical problems existing in enterprise operation. This progressive and through-going practical ability training system integrates the dimensions of academic system, training platform and training mechanism, and presents a comprehensive practice system and its mechanism of action in three dimensions: "five platforms for cooperation and four mechanisms for support".

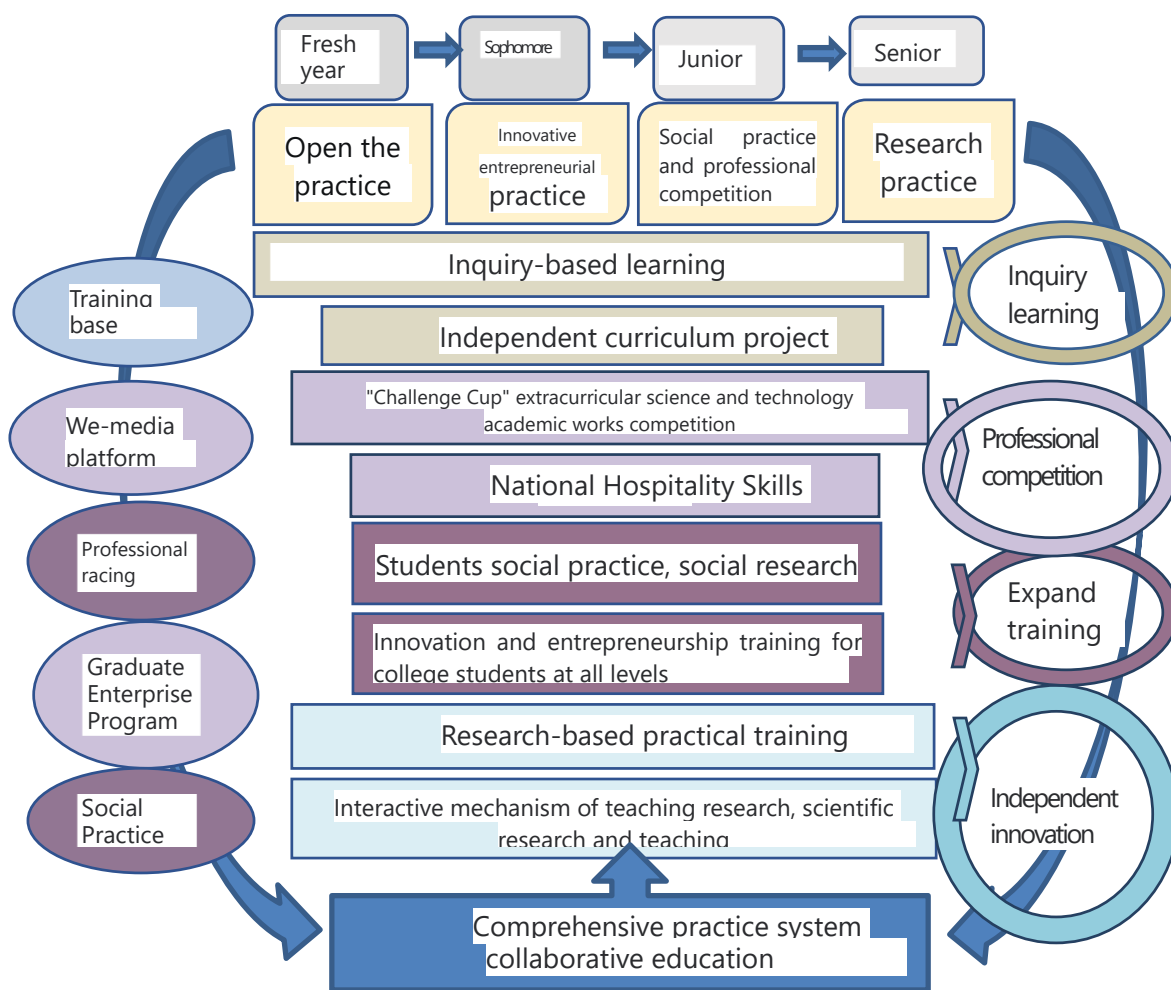


Figure 2: Training system of integrated practice system in stages

## 5. Specific measures for the reform of practical teaching system

### 5.1. Innovate teaching thinking and deepen practical connotation

To deepen and expand the connotation and extension of traditional practical teaching, combined with the needs of comprehensive practical ability training of hotel management majors, the teaching concept of "comprehensive practice" is proposed, including "exploration and innovation, application and openness", which lays a theoretical foundation for the reform of practical teaching subjects, resource integration, form innovation and environmental optimization.

### 5.2. Reform curriculum training and advocate inquiry learning

Create an inquiry learning experiment environment with the functions of "in-class preview, we-media platform access study", provide the basis for full-time practical training learning conditions, comprehensive, progressive experiment content, and cultivate students' ability to apply what they have learned, integrate and comprehensively apply it; The implementation of curriculum project research, so that students from the experiment "receptor" into "subject", in the process of the experiment "fresh".



### **5.3. Extensively participate in professional competitions at all levels to cultivate collaborative innovation**

Make full use of the platform for college students' summer social practice, summer professional practice and professional skills competition, build an in-class practice platform for inquiry learning, take advantage of the discipline advantages, actively participate in new practical activities such as "National College Students Entrepreneurship Competition" and "Wine Management Innovation and Entrepreneurship Competition", and create an extracurricular practice platform for independent innovation. The practical activities set up are rich in content and diverse in forms. Throughout the whole process of professional training, students can find projects suitable for their comprehensive practical ability to improve. It cultivates students' comprehensive application ability of multi-disciplinary knowledge and team spirit, and stimulates students' professional enthusiasm and sense of home.

### **5.4. Seek multi-party cooperation to form education force**

Create a "school-enterprise cooperation" collaborative education platform, cooperate with a number of international high-star hotels to establish a deep integration of practical training base, so that students truly participate in industry practice, practice and grow in a practical environment, realize the close combination of practical teaching and professional application, greatly improve the students' comprehensive practical ability, cultivate their willingness to practice, dare to challenge, the spirit of innovation. It has formed a practical and innovative atmosphere of mutual promotion and joint improvement within and outside the school, within and outside the class.

### **5.5. Cultivate dual teachers and improve the system guarantee**

Using the school-enterprise collaborative education platform, professional teachers were sent to the enterprise for 3 temporary posts, and Dr. Chen Haiming was sent to Venus Hotel in Zhaoqing City to carry out one-year off-campus temporary post exercise activities. Through superior teachers, we will add comprehensive application and practical courses, build a large platform for professional practice study and discussion by using the we-media platform "Hotel People", and implement open courses and project practice research; Through a series of measures, training teachers dual ability, established the comprehensive practical ability training link effective implementation guarantee.

## **6. Reform results**

After 4 years of teaching practice inspection, fruitful results have been achieved in the aspects of personnel training, the construction of practical activity forms and the radiation of teaching reform results.

### **6.1. Effectiveness of personnel training**

The "Five platforms and four Mechanisms" Hotel management professional comprehensive practical ability training system is career-oriented, makes full use of different educational environments and resources inside and outside the school, organically combines school education based on classroom teaching with off-campus work to directly acquire practical experience, and runs through the training process of students, so that students can deeply study and explore the whole process of hotel operation and management. I have learned all kinds of information related to my future career, broadened my knowledge and broadened my horizon. At the same time, it can enable students to undergo practical work exercise, which greatly improves their sense of responsibility and self-judgment ability. 100% and 30% of students participated in exploration experiments and curriculum project research, respectively, and 30% of students participated in "Big innovation" at all

levels.

Students' theoretical foundation has been continuously improved and their comprehensive practical ability has been enhanced. Guide students to publish more than 4 papers (including 1 class C, 3 undergraduate journals); I guided the students of this major to win two silver awards in the 2018 Guangdong University Students "Challenge Cup" Entrepreneurship Competition, the first prize in the 2017 Guangdong University Students' Social Practice Research Report, and the second prize in the 2018 Guangdong University Students' Social Practice Research report.

## 6.2. Innovative practical activities

More than 30 students joined the "Wine Management Research" study group, and 252 students joined the "Hotel People" self-media platform. In 2018, students of this major won one national project and two provincial projects. Results The teachers in the team have won the first prize in school and college teaching competitions for many times. Dr. Chen Haiming, the person in charge of the results, was also selected into the "Ten thousand Tourism Talents" double training project of the Ministry of Culture and Tourism in 2018 and the 13th batch of "Xijiang Top-notch Talents", and the second completed person Guo Xudong was named the 12th batch of "Xijiang top-notch talents".

## 6.3. Promote radiation

The teachers of this major reported their research results on the National Tourism Management Teaching Steering Committee, published 2 textbooks, 1 monograph and 6 teaching reform papers. The teaching reform achievements have been fully affirmed by the peers and have been tested by international five-star hotels such as Sofitel Guangzhou Sunrich Hotel, Wyndham Shunde Hotel, Crowne Plaza Foshan Hotel and Sheraton Huizhou Hotel. During the off-campus temporary training, Dr. Chen Haiming was also hired as the assistant general manager of Venus Hotel (four-star) in Zhaoqing City, responsible for the overall operation of the hotel.

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