

Problems and Countermeasures on Vocational Education Personnel Training of Tourism Management Major

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Abstract: In the next decade, China will realize a leap from a big tourist country to a tourist power. Tourism will become a new national economic growth point. The demand for tourism talents will continue to increase, and the scale of tourism education will further expand. Vocational education has become an important way to cultivate tourism talents. Based on the quality structure of vocational education talents in tourism management, this paper points out the problems existing in the training of vocational education talents in tourism management, and draws on the advanced experience of vocational education personnel training in tourism management in developed countries. The specific countermeasures are as follows: exploring the characteristic development strategy, aiming at cultivating professional ability, constructing a practical teaching system, strengthening the construction of the teaching staff, and applying modern information technology.

1. Introduction

Vocational education refers to the education of the educated person who can engage in occupational knowledge, skills and professional ethics necessary for a certain occupation or production, including vocational school education and vocational training. The development of vocational education is a strategic measure to promote the transformation of China's economy, adjust its structure and improve people's livelihood. With the transformation and upgrading of China's economy and society, the important position of vocational education has become increasingly prominent. As an important way to cultivate tourism talents, vocational education is directly related to the overall talent level of the tourism industry. The training of tourism vocational education talents must aim at the market demand and meet the actual employment needs of tourism enterprises. At present, the training of tourism professionals in China cannot meet the talent needs of the tourism market. On the one hand, tourism companies cannot recruit satisfied talents; on the other hand, many graduates of tourism majors cannot be employed. Through the research of this topic, we will try to change this situation, improve the quality of vocational education tourism talents, and promote the sustainable development of the tourism industry.

2. Quality Structure on Vocational Education Personnel Training of Tourism Management Major

The quality structure of talents refers to the essential elements of talents and the status of different quality elements in the overall quality of talents. Compared with other industry talents, the quality structure of tourism talents has both commonality and individuality. The commonality reflects the common requirements of different industries for the quality of talents, and the personality reflects the special requirements of the tourism industry for the quality of talents. High-quality tourism talents are the key factor in the development of the tourism industry. The quality structure of tourism talents includes five aspects:

(1) Professional physical and mental quality. It refers to the physical and psychological qualities of tourism talents, has good physical and mental qualities, is the basic condition for engaging in

tourism service work, and is the basic quality that tourism talents should possess. From the perspective of physical quality, tourism service work is not only mental work, but also physical labor. Tourists can complete their jobs and need a healthy body as a guarantee. Tourism talents must provide priority services for tourists, but also communicate and coordinate with other departments, which requires good psychological quality.

(2) Professional political quality. It plays the role of direction and soul in the quality structure of tourism talents. It is the political ideal, political belief, political attitude and political position of the society. It is formed in the psychology of tourism talents and demonstrates the inner quality through words and deeds to ensure the development of tourism talents. The right direction. Cultivating the basic political quality of tourism talents is not only the need to promote the scientific development and sustainable development of the tourism industry, but also the political guarantee for promoting the all-round development and healthy development of tourism talents.

(3) Professional ideology. It refers to the sum of the ideological and moral qualities related to the profession. It is not only the ideological and moral guarantee for the smooth growth of tourism talents, but also the ideological and moral foundation for improving the quality of work. An important feature of tourism services is that they not only use skills and services, but also attitudes, and attitudes sometimes play a decisive role. Only when tourism talents have basic professional ethics can they develop their careers and life and become high-quality tourism talents in the process of doing their professional work.

(4) Professional skills. Professional ability refers to the ability of professional workers to engage in professional labor, and is the knowledge and skills of professional workers to work. As the foundation and core of talent quality, professional ability and quality play a key role in the development of talents and career development. If you do not have a good professional ability, you are not a qualified professional worker. High-quality tourism talents need to improve their professional ability through hard work and hard training, and master the knowledge and skills to serve tourists.

(5) Quality of professional development. It is the sum of talents to achieve the development of life and the quality of career development, and is the basic quality to support the sustainable development of talents. As a high-quality tourism talent, we must not only be limited to doing our job well, but also realize our own life development and career development to achieve sustainable development. As a kind of coordination quality, the quality of professional development provides guarantee for sustainable development, enabling tourism talents to obtain more social support and better realize the professional development of tourism talents.

3. Existing Problems on Vocational Education Personnel Training of Tourism Management Major

China's tourism vocational education has achieved remarkable results after rapid development. However, due to its short history of development, the management system is still not sound enough, and development has some blindness. In terms of personnel training, there are still some problems in different degrees. There are mainly the following aspects:

(1) Professional positioning is not clear. Professional orientation is the premise for formulating talent training objectives and training models, including school level, training objectives, talent orientation, service orientation and knowledge structure. The training goal is the standard and specification of talent cultivation, and it is the basic guide for talent training. At present, the training objectives of tourism vocational education are vague, emphasizing the cultivation of compound talents, but it is not clear what kind of skills should be possessed. Some vocational colleges follow the trend blindly, positioning professional services in the international market, ignoring the needs of local industry development. The training objectives are focused on "administration" and "management", and there is a lack of practical talents.

(2) The curriculum system needs to be improved. With the rapid development of tourism, tourism vocational education is difficult to adapt to the needs of the tourism market. There are more theoretical and basic knowledge, and less applied and practical knowledge. Many schools offer

courses at random, without uniform standards, some with a preference for language knowledge and some with economic management knowledge. Lack of effective integration between courses does not reflect the characteristics of the tourism discipline. Faced with a diversified tourism market, we cannot make timely adjustments. We lack the knowledge of information technology and ecology required by the modern tourism industry. The frontier knowledge of energy conservation, environmental protection and international tourism is still quite weak.

(3) The supply and demand of tourism talents are misplaced. The relationship between supply and demand is an important manifestation of the talent market. It is a normal state for graduates to face enormous employment pressure. The imbalance between the supply and demand of tourism talents will have a major impact on tourism. From the perspective of the supply side of tourism talents, the cultivation of tourism talents is out of line with market demand. Tourism enterprises need application-oriented service talents with excellent professional skills and strong service awareness, including senior tour guide talents, tourism planning talents, tourism market talents and tourism development talents. However, the students trained in tourism vocational education can not meet the requirements, and there is a phenomenon that the shortage of talents in enterprises and the difficulty of employment for students.

(4) Teaching is out of touch with professional practice. Practical teaching is an important channel to increase the practical ability of vocational education students. At present, many vocational colleges cooperate with international travel agencies or high-end hotels to send students to internships in these units. However, this kind of cooperation only stays on the surface, and both sides need it. The school only aims to complete practical teaching tasks and improve enrollment enrollment rate; Get a very cheap workforce and reduce the cost of human resources. The enterprise arranges the interns according to their own employment needs. The students do not understand the operation process of the enterprise, lack the opportunity of systematic practice, and the operation ability has not been cultivated and exercised.

(5) The construction of the teaching staff is lagging behind. The tourism vocational education teachers are weak, and the "double-type" teacher team has not yet formed. Vocational education has developed by leaps and bounds in recent years. There is a serious shortage of teachers. Many teachers are temporarily recruited. They have neither received comprehensive and systematic tourism professional education nor experience in tourism practice. In the teaching, there is often a phenomenon of "according to the textbook". Although some teachers in vocational colleges are very flexible, there are also "heavy short-term, light and long-term", "part-time and multiple disciplinary, less professional", "less academic qualifications, less academic qualifications", "re-education, light scientific research", and "heavy Use, light culture", etc.

4. Foreign Experience on Vocational Education Personnel Training of Tourism Management Major

In the process of the development of vocational education, due to differences in historical and cultural traditions, political and economic conditions, and educational management systems, countries have different forms and approaches of implementation. The school-running models have their own characteristics and have many similarities. Foreign tourism vocational education originated earlier and played a role in promoting the development of tourism in the country in the long-term development process. The following four countries have been successful in the training of tourism professionals. The combination of tourism and tourism vocational education is relatively harmonious. Tourism vocational education perfectly adapts to the development of tourism in the country and plays an important role in the training of tourism talents in China.

(1) The United States. American vocational education emphasizes service awareness and ability development, emphasizing the combination of teaching and practice. The United States is a big tourist country and the most developed country in the world. The teaching content and teaching system of many schools have distinct characteristics. American tourism vocational education aims to cultivate talents with professionalism and service awareness. The content of the course is designed according to the development of tourism and the development of international tourism. It

emphasizes the combination of theory and practice, and is predictive. Adapt to the development needs of the future tourism industry, while focusing on cultivating students' lifelong learning ability.

(2) Japan. Japan's tourism vocational education talents have distinct characteristics. The government plays a major role in tourism vocational education, providing necessary equipment, funds and institutional environmental support, providing a platform for cooperation and exchanges between enterprises and schools, guiding enterprises and tourism colleges to develop benign cooperation; training of tourism vocational education personnel, adhering to international cooperation Roads; Tourism Vocational Education emphasizes "thick foundation, wide caliber" and is closely linked with the employment direction of students to ensure that students can not only be employed in tourism enterprises, but also in tourism-related fields; the curriculum is closely following market demand, teachers Strong strength, reasonable resources and quality.

(3) Australia. Australian vocational education is characterized by a market-oriented professional segmentation. Tourism education is mainly based on hotel management, but it does not open a tourism hotel management specialty. Instead, it is divided into tourism management, hotel management, leisure management and exhibition management according to the actual situation of the tourism market. Since these majors are subdivided from the management of tourist hotels, they are also collectively referred to as tourism management. The professional setting of the sub-division not only guarantees the pertinence of the training objectives, but also reflects the professionalism and specificity of the curriculum, ensuring that students master the practical skills of a specific field.

(4) Germany. Germany's dual system model is a world-renowned vocational education model, and the Germans claim to be the "secret weapon" for economic take-off. The dual system is a school-running system supported by national legislation and school-enterprise cooperation. The idea is to train qualified professional talents, and it requires close cooperation between schools and enterprises, theory and practice, thinking and hands-on, and the combination of schools and enterprises. School-enterprise cooperation is based on enterprises and supplemented by schools, fully mobilizing the enthusiasm of enterprises to participate in running schools; professional theory and professional practice are closely combined to improve the quality of personnel training; focus on practice links, highlighting the cultivation and improvement of students' skills.

5. Countermeasures on Vocational Education Personnel Training of Tourism Management Major

The development of tourism vocational education is not mature, and the students who are trained can not meet the needs of tourism, and it has become an important factor restricting the development of tourism vocational education and tourism industry. Actively exploring the tourism vocational education model with Chinese characteristics has become an important issue facing tourism colleges. Aiming at the problems existing in the training of vocational education talents in tourism management, this paper draws on the advanced experience of vocational education personnel training in tourism management professions in developed countries, and actively absorbs the research results of predecessors. The training strategies for vocational education talents in tourism management are presented as follows:

(1) Explore the development strategy of specialization. Tourism vocational education should recognize the situation, take the construction of national characteristics as a platform, and use the resource advantages of national-level quality courses to explore the development strategy of specialization through refined management. Internationalization strategy, including internationalization of partners, training standards, teacher background, teaching content and student sources; complex strategy, knowledge structure centered on professional knowledge, and knowledge network with broad and deep integration with similar majors; The premiumising strategy is based on the spirit of "artisans" and aims to build high-quality projects with the goal of pursuing high-quality teaching effects and cultivating outstanding talents.

(2) The purpose of cultivating professional ability. Follow the rules of tourism talent training, in-depth study and practice, and design a teaching model suitable for the cultivation of students'

professional ability. Professional competence includes professional, methodological, and social skills. Professional ability refers to possessing the specialized skills and professional knowledge required for engaging in professional activities, and focusing on cultivating a reasonable knowledge structure; method ability refers to having the working methods and learning methods required for engaging in professional activities to develop scientific thinking habits; Social ability refers to the behavioral norms and values required to engage in professional activities. It is necessary to learn to live with others and establish a positive attitude towards life.

(3) Construct a practical teaching system. Practical teaching is a bridge for transforming knowledge into ability and internalization of knowledge. It is a means to cultivate applied talents, a key point in the reform of talent training mode, and a practical teaching system that combines intra-school and off-campus integration, and integrates in-class and extra-curricular. In the practical teaching content, pay attention to the integration of practical teaching, students begin to enter the school, systematically accept training from easy to difficult, from simple to complex, from shallow to deep; increase the number of practical teaching hours, strengthen students' practical ability and innovation Consciousness; using case teaching methods, combining practical teaching with theoretical teaching to improve the quality of graduation design practice.

(4) Strengthen the construction of the teaching staff. The quality of teachers is directly related to the quality of personnel training. The construction of teaching staff is the key to improving the competitiveness of tourism management students. Encourage teachers to continue their studies, consolidate and solidify their professional theories; hire entrepreneurs with practical experience as part-time professors, and enhance the combination of teachers' theory and practice in the form of special lectures, discussions or reports; encourage professional teachers to travel enterprises Work-in-the-job and participate in tourism practice activities; "Double-type" teachers have social practice experiences related to tourism, and can improve students' operational skills compared with teachers who conduct pure theoretical research.

(5) Apply modern information technology. Modern information technology has gradually become an important means of teaching, especially the use of multimedia technology and network technology to promote the reform of teaching mode. The tourism industry is comprehensive, the development model and comprehensive information are updated relatively fast. The use of modern information technology can help teachers better integrate teaching resources, and the professional theoretical knowledge taught can stand at the forefront of the times. In the traditional tourism management professional courses, information technology is continuously integrated. The new teaching mode represented by micro-classes is gradually popularized, and the teaching content is clearly transmitted to students through multimedia means, subverting the traditional teaching mode.

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