

Research on MOOC Construction of Tourism Reception Course under the Background of National First-Class Undergraduate Specialty Construction

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Abstract: This paper expounds the nature and purpose of tourism reception course, analyzes the ability training objectives and methods of tourism reception course, implements the implementation plan of curriculum reform, and finally discusses how to combine with MOOC mode. This paper expounds the construction and implementation of the curriculum from the aspects of curriculum construction objectives, key problems to be solved, curriculum system, teaching methods, curriculum assessment and evaluation, summarizes the achievements of curriculum construction in improving students' achievements and expanding social influence, and conceives the future construction plan.

1. Introduction

At the beginning of 2021, the general office of the Ministry of Education issued the notice of the general office of the Ministry of education on publishing the list of national and provincial first-class undergraduate professional construction sites in 2020. The tourism management specialty of Hainan Institute of Tropical Oceanography was successfully selected as the national first-class undergraduate professional construction sites in 2020. According to the needs of "Hainan International Tourism Island", "Hainan free trade zone and free trade port construction", the tourism management specialty makes full use of the advantages of tourism as the first industry in Hainan, "based on Hainan and serving the South China Sea", adheres to the education mode of "paying equal attention to knowledge, skills and literacy", and cultivates international vision, humanistic literacy, service awareness, innovation and entrepreneurship; Middle and high-end talents in tourism management with management ability, practical ability and sense of social responsibility.

Under the guidance of this concept, tourism management major continues to optimize the curriculum structure and improve the curriculum system to serve the construction of students' knowledge system.

MOOC (also known as MOOC, which is the abbreviation of English massive open online course, meaning large-scale open online course) is formed by the evolution of open education resources. For the purpose of promoting knowledge dissemination, publishing courses on the Internet platform can not only provide a large number of high-quality learning resources for online learners, but also provide online problem answers online evaluation, etc. Compared with ordinary classroom teaching, MOOC's online teaching, resource sharing and after-school practice are more efficient (Chen2019). The continuous accumulation of MOOC and other network resources provides convenience for colleges and universities to carry out hybrid teaching combining online and offline. Especially after the Ministry of education put forward the implementation opinions on the construction of first-class undergraduate courses, it is imperative to build hybrid first-class courses online and offline. Taking the tourism reception course as an example, as a required course of the major, based on the needs of the construction of national first-class undergraduate majors, in the process of teaching reform, innovating teaching means and establishing MOOC different from the traditional classroom can further improve and improve the system structure, teaching methods, teaching quality and teaching objectives of the course, So as to better meet the needs of the construction of national first-class undergraduate major in tourism management.

2. Current Situation of MOOC Construction of Tourism Reception Course

2.1. Analysis on the Current Situation of Tourism Reception Course

Tourism reception industry is the core course and main course of tourism management specialty. Its predecessor is tourism service. After implementing the new syllabus according to the national curriculum standard of tourism management specialty, it was renamed tourism reception industry.

2.1.1. Nature and Purpose of the Course

Since the 21st century, China's tourism has developed rapidly, which has aroused strong repercussions all over the world and has become one of the main industries in China. Through the study of this course, in addition to enriching students' Tourism theoretical knowledge and improving their professional application ability, it is mainly to expand students' Tourism vision, actively exercise themselves in practice, and cultivate college students' relationship skills and practical skills in the new era. The students trained in this course need to have relatively high attainments in the theoretical knowledge of tourism reception management, form the ideological and moral character and comprehensive professional ability of reception management, have a strong foundation of professional ethics and reception management, and be responsible for tourism reception management in tourism administrative departments, travel agencies and tourism enterprises and institutions.

2.1.2 Course Training Objectives

Through the teaching of this course, strive to cultivate students' following abilities:

a) Autonomous Learning Ability: Autonomous learning ability is the opposite of spontaneous learning ability, the basic skill and foundation of College Students' learning, and a process that needs to be improved continuously. The reform of examination methods and methods of this course strives to continuously create recent development areas and conditions for students' learning ability in the teaching process. The general principle is to focus on students' learning, and teachers, as

teaching guides and planners, timely solve problems encountered by students in learning and improve students' organizational learning ability.

b) Adaptive ability: Adaptive ability requires students to appropriately adjust their learning ability according to the changes of tourism reception situations in the real learning process. The reform of evaluation objectives and examination methods of this course aims to consciously cultivate students' adaptive ability, so as to lay a solid foundation for students' future study and employment. The cultivation of adaptive ability adopts more teaching methods combining curriculum theory and practice, so that students can actively find problems encountered in the management of tourism reception industry, and put forward solutions through their own professional quality.

c) Unity and cooperation ability: In the process of work and learning, what the tourism industry needs is unity and cooperation. It uses collective strength to analyze and solve problems. It is difficult to adapt to modern teaching and learning alone. Only the mutual cooperation and sincere cooperation of different groups can form cohesion. In the course teaching, we will adopt the method of combining case teaching and scenario creation teaching to improve students' on-site adaptability and enable them to form team cooperation consciousness and ability in interactive exploration.

d) Communication and expression ability: People need to communicate information in time in cooperation, share meaningful things in batches, and make some obscure knowledge concrete and visualized, which is conducive to the information transmission process of emotion and behavior. The examination method and teaching evaluation process of this course are conducive to interpersonal communication among students and can improve students' adaptability. In the course teaching, we adopt more layered teaching and group teaching methods, carry out targeted teaching according to students' characteristics, and use group teaching to improve students' oral communication ability and language organization ability.

e) Creativity: Innovation and creativity are in a prominent position in the current teaching of various courses. Through creativity, we can transform our self-identity and society, and adopt the teaching method of innovative thinking, which is conducive to mobilizing the enthusiasm of the classroom. The teaching of this course hopes to break the traditional indoctrination mode, adopt the teaching methods of guidance and puzzle solving in the classroom, let students solve problems by themselves, break the habitual thinking and cultivate students' innovative ability. In the course teaching, we mostly adopt the course extension teaching method, restore the life through the course content, let students design and play their own roles, and improve students' innovation and creativity by setting some effective questions.

2.1.3. The Necessity of Teaching Method Innovation in Tourism Reception Industry

a) The course nature of tourism reception industry requires the innovation of teaching methods: In 2018, the Ministry of Education announced the national standard for teaching quality of undergraduate majors in Colleges and universities, in which the national standard for teaching quality of tourism management stipulates four core courses for Tourism Management Majors: introduction to tourism, tourism reception industry, tourism destination management and tourism consumer behavior. Tourism reception is a major course. The nature of the course determines that the teachers of the course shoulder the responsibility of stimulating students' interest in the major and becoming a guide for students to master professional knowledge. The result of the examination is the score, but the score cannot represent all students' learning results, Therefore, we should pay attention to the guidance and guidance of the learning process from the final examination results. Therefore, in order to improve teaching quality and achieve teaching objectives, it is necessary to innovate teaching methods.

b) The teaching materials of tourism reception industry are widely used to stimulate the innovation of teaching methods: High quality teaching materials play an important role in supporting good teaching results. The teaching material of tourism reception industry has 327000 words. According to Baidu reference data, the reading speed of ordinary people is 300 ~ 600 words / min. therefore, it is estimated that the time for students to read the complete teaching material is 9.08 ~ 18.1 hours. The teaching material contains 35 core concepts in 10 chapters and 35 sections. In addition to text narration, there are 11 professional charts and 33 professional tables. The following factors must be considered in Teaching: students take longer to read and understand professional charts and tables, students need more time to query and understand unfamiliar terms, teachers' classroom explanation speed is 200 words / min, and the total teaching hours of tourism reception industry are only 36 hours, that is, 27 hours (45 minutes / class hours, total classroom time 1620 minutes), etc. From the analysis of the relationship between a large amount of time for students to read and understand the textbook and a small amount of teaching time for teachers, it is impossible to explain and impart the knowledge theory of the whole textbook by using the old teaching method of reading according to the book and simple ppt broadcasting. In teaching, as the main body of learning, students need to give full play to their learning enthusiasm and subjective initiative, complete reading textbooks, find out difficult points, sort out knowledge theories, and finally form a scientific knowledge system of tourism reception industry. As the organizer of teaching, teachers urgently need to innovate the traditional teaching methods in order to complete the task of teaching theories containing rich knowledge of tourism reception industry.

2.2. Analysis on the Development Status of MOOC

2.2.1. Characteristics of MOOC

a) Openness: MOOC is an open online course, and most of the course resources are free. Learners can choose different types of courses according to their learning needs and interests. Moreover, MOOC mainly takes micro video as the teaching carrier, and learners can choose different knowledge points for learning according to their own needs.

b) Interactivity: Different from the traditional one-way teaching mode of online courses, learners in MOOC teaching can choose appropriate learning resources for learning according to their actual situation, and conduct self-evaluation through the evaluation system such as practice questions on the MOOC platform. At the same time, learners can also communicate with teachers on the MOOC platform to realize collaborative learning and interactive teaching.

2.2.2. Construction principles of MOOC courses

a) Adhere to learner centered: The construction of online open courses must always adhere to the learner centered principle, set scientific and reasonable teaching objectives in combination with learners' learning needs, select reasonable teaching contents and evaluation system, and promote learners' learning with appropriate teaching contents and rich teaching resources. Teachers should fully consider learners' learning level and learning needs, reasonably set up the curriculum structure, and balance the relationship between knowledge, skills and learners in the construction of online open courses.

b) Principle of knowledge micro unit: One of the characteristics of MOOC is that it is spatiotemporal. Learners can use fragmented time to learn. Therefore, in order to meet the fragmented learning requirements of learners under the internet background, teachers can subdivide the teaching content with knowledge point logic according to the teaching objectives, so as to complete the detailed design of teaching content, and record each knowledge point as an

explanation micro video, The micro video logical structure including various knowledge points is established, which can not only facilitate learners to quickly find knowledge points, but also help learners to carry out learning in an orderly manner.

3. Problems and Countermeasures in MOOC Construction of Tourism Reception Course

3.1. Problems in MOOC Construction of Tourism Reception Course

3.1.1. Lack of Evaluation Standards and Difficult to Guarantee the Quality

At this stage, no matter at home or abroad, there is no perfect MOOC evaluation index system, because in the process of MOOC curriculum development, colleges and universities can not guarantee the curriculum quality, but the importance of ensuring the curriculum quality is self-evident. Only by ensuring the curriculum quality can the MOOC curriculum play its role to the greatest extent, only in this way can the MOOC construction of this course really play a role. If the MOOC course quality is not qualified, it is difficult for students to learn the theoretical knowledge of this course and get the correct theoretical guidance, so that the MOOC online course becomes a formalist course and loses its practical significance. However, at present, most colleges and universities focus on the development of courses, but do not pay attention to the effect of course implementation, resulting in the poor quality of many MOOC courses.

3.1.2. Students' Learning Effect is Difficult to Guarantee

It is difficult to guarantee the quality and efficiency of students' learning by MOOC. Although MOOC can enable students to make full use of their fragmented time for learning, MOOC courses also require students to take their good self-management ability and self-learning ability as the premise. If students lack certain self-management ability and self-study ability, it is easy for students to give up learning MOOC online courses. Moreover, MOOC course teaching is different from traditional course teaching. MOOC course teaching needs the help of network and terminal equipment, and students may not resist the temptation of network in the process of learning, and then turn from learning to entertainment. Moreover, students' learning on the Internet is not supervised by others, and their learning is difficult to master. At the same time, not all students have good self-study ability, and MOOC course learning has very high requirements for students' self-study ability.

3.1.3. Curriculum Development Faces Embarrassment

The integration of MOOC courses and tourism reception courses also puts forward higher requirements for teachers' information technology application ability. Some of the contents can be displayed in the form of MOOC course mode, but some contents cannot be displayed in the form of MOOC course mode. This part needs the help of traditional education and teaching forms, The knowledge in this part is sometimes the core content of tourism reception courses. Therefore, when developing tourism reception MOOC courses, it is easy to find that important teaching contents cannot be developed into MOOC courses, or it is difficult to show their importance in MOOC courses, the content that can be developed may not play a decisive role in helping students learn this course.

3.2. Countermeasures for MOOC Construction of Tourism Reception Course

The construction of MOOC course must rely on information technology, which actually shows the differences between MOOC course and traditional course. If colleges and universities want to develop and innovate the course of tourism reception industry through the construction of MOOC course, they must boldly practice and innovate and solve the existing problems.

3.2.1. Give Full Play to the Characteristics of Disciplines and Specialties

The advantageous disciplines and development background of each university are different, and the online open courses offered also have their own characteristics, especially the professional online open courses of industry colleges and universities, which are closely related to the economic development of the local industry. At present, the excellent talent training plan and the construction of new engineering courses carried out by the Ministry of education need to focus on improving the quality of professional curriculum construction in Colleges and universities. Based on this requirement, online open courses should give full play to their professional characteristics, provide a platform for learners and teachers to improve their self-quality, and save teachers and teaching resources for colleges and universities. According to the current national standards for the construction of online open courses and the recognition requirements for the construction of open courses, colleges and universities should give full play to their own characteristics, combined with the advantages of the University, combined with the talent training objectives and requirements of the University, and make use of the combination of Online learning, online learning and classroom teaching to comprehensively promote high-quality online courses and introduce advanced courses that can show the forefront of discipline development High quality courses with advanced educational ideas and experience support excellent professionals in Colleges and universities to carry out the construction of online open basic courses and professional courses.

3.2.2. Optimize the Design Content of Curriculum Resources

In the development of online online course resources of tourism reception industry, we focus on the application and practicability of resources, make full use of network teaching resources and information technology, and transform them into a three-dimensional course resource database matching the teaching content (see Table 1) The three-dimensional curriculum resource database mainly includes: teaching standard documents, multimedia e-books, teaching courseware, teaching case database, exercise database, network resource package, study guide, special study, Q & a discussion, teaching video materials, etc. in the process of curriculum teaching, with the help of classroom school, wechat group, QQ group and other network platforms, all curriculum related teaching resources are uploaded It is convenient for students to study independently and realize open teaching.

Table 1. Three dimensional curriculum resource database

Serial number	project	content
1	Teaching standard document	Teaching calendar, teaching plan, course teaching plan and practical training guidance
2	Multimedia Electronic Books	Contact the publishing house to obtain and share electronic textbooks to students
3	Teaching courseware	There are two versions of PPT courseware for each course, including the simplified preview courseware issued before the course and the interactive courseware used for formal teaching
4	Teaching case	The teaching cases of tourism reception course are completed through live teaching,

	base	homework, topic discussion and other forms
5	Exercise bank	It includes unit exercises and simulated test questions. The test paper library for unit evaluation of course items shows the complete evaluation of the course in the form of multiple questions such as blank filling, selection, judgment and synthesis, and is distributed to students before, during and after class
6	Network resource package	Provide more links to online practical tools, websites, online courses, etc. related to tourism reception
7	Study Guide	Including study guide, key points of case discussion, task list, etc., which are shared with students in the form of pre class notice, case description, topic, etc., completed within a limited time and commented in time
8	Thematic learning	Relevant technical documents, lecture courseware, technical forum, network video, etc
9	Q & A Discussion	Set up specific topics and interactive platforms in the classroom, and carry out 24-hour online and offline question and answer through wechat question and answer group and QQ teaching exchange group. Teachers and students interact and students interact. Teachers and students participate in discussions and learn from each other
10	Teaching video materials	Live broadcast of the course, recording of the whole teaching process, saving and uploading to MOOC platform

3.2.3. Pay Attention to the Teaching Design of online Open Courses

First, before the course video development and design, we need to carry out in-depth research on the course learning objects, teaching contents and teaching objectives. We should have a comprehensive understanding of learners, which plays a positive role in clarifying the teaching objectives and applying efficient teaching methods in the construction of online open courses. In terms of course content analysis, we need to sort out and summarize the teaching contents and establish a satisfying course The logical structure of the law of knowledge points, so that learners can learn in the scientific logical structure of knowledge points. In terms of the analysis of curriculum teaching objectives, we can analyze the situation that learners have mastered the knowledge points after completing the initial learning. Second, the design of teaching form. The design of teaching form is to systematically reconstruct the teaching content to learn The most acceptable and efficient way for learners to carry out teaching activities. Teaching forms can be divided into teaching, demonstration, explanation, experiment and other forms. Teaching teaching is mainly for teachers to explain the knowledge points and explain the knowledge points to learners along with the actions, blackboard writing, film and television materials; demonstration teaching is mainly taught by teachers Teachers demonstrate the teaching process, create teaching situations or carry out standard demonstration to show the abstract teaching content in the form of image and concrete; explanatory teaching is to carry out teaching in the way of explanation. Teachers take teaching materials as the blueprint and carry out teaching in combination with classic cases and interesting stories to deepen the impression of learners; experimental teaching is to guide students It is a teaching method to obtain and verify knowledge by independent operation under controlled conditions with certain instruments and equipment.

3.2.4. Establish an online Open Course Evaluation System

If you want to improve the course quality of MOOC, you must also start to improve the MOOC course mode. Only by taking advantage of the principle of survival of the fittest and taking the unqualified MOOC courses off the shelf can you ensure that the tourism reception learning accepted by students is of high quality. In order to keep MOOC courses off the shelf, teachers also need to constantly improve their teaching ability, improve the quality of tourism reception courses. Therefore, the MOOC construction of tourism reception courses also promotes the development of tourism reception courses in a disguised form.

The construction of online open course evaluation system helps learners form the habit of autonomous learning and actively participate in online interactive discussion. Online tests, online discussion and online communication can be used to promote communication between teachers and students and resource sharing among learners. The construction of online course evaluation system can be carried out in combination with college course construction standards and evaluation standards Evaluate learners' online learning time, test structure and communication between teachers and students. The conventional evaluation forms of online open courses are mainly divided into standardized examination, formative evaluation and authenticity evaluation. Standardized examination is aimed at learners who want to obtain certificates and credits. Learners can choose online and offline examinations as appropriate Formative assessment is carried out by means of self-assessment and peer mutual assessment. The purpose is to provide learners with objective school feedback. Authenticity assessment is to organize students to submit papers, design works, etc. the marking of daily homework can be carried out through automatic marking of computer system, marking of teachers and teaching assistants, and mutual evaluation among learners. Among them, learners evaluate each other It is an important way to deal with the problem of large-scale paper evaluation. Teachers need to distribute evaluation gauges, scoring standards and evaluation examples to each learner to promote the smooth development of mutual evaluation. Each learner's homework and works need to be evaluated by multiple peers, and the homework and works of multiple peers need to be evaluated. Teachers need to guide and supervise the mutual evaluation activities and inspection.

3.2.5. The Teaching Content is Fragmented, Which Is Convenient for Students to Master

The MOOC course is characterized by its short duration, because the content contained therein is also relatively concentrated. Students can use their own fragmented time to study it, which can help students review relevant knowledge and strengthen their mastery of what they have learned after class. The combination of tourism reception course and MOOC widens the scope of Tourism Management students The channel for learning professional courses, as a tourism professional course which is both key and difficult, the development of its MOOC is bound to help students have more learning opportunities, review the course content repeatedly by using the functions of online recording and broadcasting, and make full use of fragmented time to learn.

3.2.6. The Content Organization Adopts Tree Structure

The course content of tourism reception industry can be organized in a tree structure, while the MOOC course model can help the course construction of tourism reception industry to be completed more smoothly. Take the key contents to be mastered as the backbone of the course, and then continuously expand the content on this basis. For example, in the MOOC course, arrange the knowledge according to the importance and connect the knowledge together , establish the link between knowledge and knowledge, and the expanded content is actually equivalent to an extended branch. Tourism reception course teaching can meet the learning needs of students at different levels and different goals in this way.

3.3. Model Description

Hidden Markov Model has two chains, the first chain represents the sequence of hidden states the Markov process. The traditional homogeneous Markov state sequence transitions over the process satisfies:

$$P(Z_{i,t} = s | Z_{i,1}, Z_{i,1}, \dots, Z_{i,t-1} = u) = P(Z_{i,t} = s | Z_{i,t-1} = u) = a_{us} \quad (1)$$

where, $i = 1, 2, \dots, N$ is the observation object; $t = 1, 2, \dots, T$ is the observation time; $Z_{i,t}$ is the hidden state of the model, and its value range is $(1, 2, \dots, S)$.

The transition probability in the inhomogeneous state transition process is not only related to the state before and after the transition, but also to some information about the current observation time of the observed object. To better model the above transfer process.

$$\eta_{i,t,u,s} = P(Z_{i,t} = s \mid Z_{i,t} \geq s, Z_{i,t-1} = u) \quad (2)$$

where, $u = 1, 2, \dots, S; s = 1, 2, \dots, s - 1$.

$$\eta_{i,t,u,s} = \frac{P(Z_{i,t}=s \mid Z_{i,t-1}=u)}{P(Z_{i,t}>s \mid Z_{i,t-1}=u)} = \frac{p_{i,t,u,s}}{p_{i,t,u,s+1} + \dots + p_{i,t,u,s}} \quad (3)$$

Under this definition, $\eta_{i,t,u,s}$ represents the ratio of two probabilities, and its value range around $(0, +\infty)$. In order to relax the value conditions of the parameters, take a pair of $\eta_{i,t,u,s}$ number, and map its value range to $(-\infty, +\infty)$, namely:

$$\text{logit}(\eta_{i,t,u,s}) = \log \frac{p_{i,t,u,s}}{p_{i,t,u,s+1} + \dots + p_{i,t,u,s}} = \zeta_{u,s} + \alpha^T b_{i,t} \quad (4)$$

where, $\zeta_{u,s}$ are the hidden state transition parameters of the model, $u = 1, 2, \dots, S; s = 1, 2, \dots, s - 1$. $b_{i,t}$ is the covariate direction of the q -dimension that affects the state transition quantity, α is the vector of coefficients for the covariates $b_{i,t}$.

4. Conclusion

With the mature development of Internet information technology, online open courses have been popularized rapidly and achieved certain development results. Under the background of MOOC, the construction of online open courses requires colleges and universities to give full play to their professional characteristics, pay attention to the teaching design of online open courses and establish an online open course evaluation system, so that online open courses can provide learners with rich learning resources and improve the application effect of online open courses under the OC background. Based on the construction background of national first-class undergraduate majors, this paper discusses the MOOC construction of tourism reception industry in the process of curriculum reform. Starting from the nature and purpose of the curriculum and guided by the curriculum training objectives, this paper discusses the various links of MOOC construction of tourism reception industry curriculum: the design of teaching mode, the implementation of teaching mode and teaching the evaluation of the effect and the reflection and suggestions on the effective implementation provide reference suggestions and Enlightenment for the online teaching of tourism reception courses. However, there are still some deficiencies in this research, such as no specific practice and test on more course contents. Therefore, it is necessary to further explore this part of the content in the follow-up research.

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