

# *Research on the Cultivation of Tourism Management Professionals in Applied Undergraduate Colleges in the Post-Epidemic Era*

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**Abstract:** In the post-epidemic era, both tourism and tourism education have been greatly affected. On the one hand, the number of people employed by tourism companies has decreased, and talent requirements have changed. On the other hand, the uncertainty of employment prospects will greatly affect the willingness and willingness of students to apply for tourism management majors. Stability of professional thought. From the export of talent training to the change of the entrance, it has brought great challenges to the tourism management major of applied undergraduate colleges and universities that train practical and applied talents in the tourism industry. It must change the situation that talent training ideas lag behind changes in industry needs, transform industry changes into talent training changes by strengthening participation and research in the tourism industry, aiming to cultivate T-shaped talents, through a series of teaching reforms and practical teaching upgrades, and finally realize the synchronization of talent training with the changes of the times and the needs of the industry, so as to respond to future challenges with a more proactive attitude.

## 1. Introduction

The new crown epidemic that started in 2020 has been raging for two years. During these two years, our whole country has worked together to minimize its harm. But at the same time, our social and economic life has also been greatly affected, from the initial national pause button to the occasional local control. At this time, we should realize that the impact of the epidemic on us is likely not temporary. We must face this real impact and adjust our work and life plans more proactively. The post-epidemic era does not mean that the epidemic is completely over, but that the epidemic has entered a period of scattered outbreaks and regional concentration from the initial full-scale outbreak. Switch to a state of emergency, a situation that affects every aspect of our socioeconomic life.

One of the main features and prerequisites of tourism is the spatial flow of people, but the first thing to do in epidemic prevention and control is to minimize the flow of people. The blow is huge. Looking back on the previous anti-epidemic road, every time an epidemic occurs, the first thing to be stopped is travel. In the post-epidemic era, it can be said that tourism is one of the most affected

industries. Although such influence is mainly reflected in the enterprises represented by travel agencies in the initial stage, it will not only stay at this level. The downstream employers, which are the export of talent training, will be affected. Such influence will inevitably be transmitted to the upstream talent training departments. If the training of tourism management talents in colleges and universities does not make corresponding changes, it will inevitably face the employment of the graduates trained. Difficulties, which in turn lead to difficulties in recruiting students. Therefore, under such circumstances, it is of practical significance to discuss the impact of the post-epidemic era on the cultivation of tourism management talents and take active measures to deal with it.

## 2. Research Status

In view of the huge impact brought by the post-epidemic era, experts and scholars have analyzed the challenges it faces from the perspective of the tourism industry and the countermeasures that can be taken. For example, Ren Jinjin et al. (2020) pointed out that the implementation of digital marketing is the development path of tourism enterprises in the post-epidemic era through the analysis of the difficulties faced by tourism enterprises [1]. Deng Xiaohua (2020), through digital comparison, pointed out that traditional travel agencies in the post-epidemic era will face a series of challenges, including severe epidemic situation, aging products, backward marketing methods, and vicious competition [2]. Qian Jiannong (2020) believes that the epidemic is both a challenge and an opportunity, which will give rise to new tourism products that focus more on experience upgrades and the transformation to "tourism +", and will also lead to changes in the tourism landscape [3]. Feng Shumei (2020) proposed that in the post-epidemic era, heritage tourism can gain new development opportunities with the help of cloud live broadcast [4]. Fang Ya (2020) believes that in the post-epidemic era, the tourism industry can be upgraded and transformed by adjusting the structure of tourism products, improving the cross-border integration of online and offline products, and paying attention to the experience economy [5].

At the same time, some experts have studied the impact of the post-epidemic era on higher education teaching from different perspectives of education. (2020) interviewed world-renowned higher education expert Professor Ulrich Teichler. Professor Ulrich Teichler believes that in the post-epidemic era, the impact of online education on applied universities is even bigger, the applicability and practicality of its talent training determines that it still has to adhere to the teaching mode of face-to-face teaching and online teaching as a supplement [6]. Gao Wei et al. (2021) made a key analysis of the "2021 Horizon Report (Teaching and Learning Edition)". The report analyzed 15 macro trends affecting the development of higher education in five dimensions, including the importance of the post-epidemic era, etc. The key technologies and practices that will advance education and teaching in the future are assessed in 6 dimensions [7]. Wang Zhuli (2020) discussed how school education should be transformed in the post-epidemic era from the perspective of different educational thinking in the industrial age and the Internet age. The "paradox of talent training" proposed in the paper pointed out that talent training based on traditional professional training methods will lead to more professional talents. It is more difficult to adapt to the rapidly changing environment today [8]. Zhang Lijuan (2021) pointed out the impact of the new crown epidemic on the number of tourists and income, as well as the impact on the enrollment and employment of tourism management majors. Combined with the exploration of her school, she gave the transformation and development countermeasures for the cultivation of tourism management professionals in private colleges [9].

At present, there have been many studies on the impact of the post-epidemic era on tourism and education, but they mainly focus on the content of tourism and educational technology in teaching models, and there are relatively few studies on the training of tourism management professionals in

applied undergraduate colleges. This article will comprehensively consider the actual needs of the two stakeholders in the training of tourism management professionals, namely tourism enterprises represented by travel agencies and students, from the two aspects of export and import. Through thinking about its impact in the post-epidemic era, Combined with the possible coping and transformation measures, the countermeasures and suggestions on the training of tourism management professionals in applied undergraduate colleges are given.

### **3. The Impact of the Post-Epidemic Era on the Cultivation of Tourism Management Professionals in Applied Undergraduate Colleges and Universities**

In the 2021 ranking of the top 700 universities by iResearch China Alumni Association, among the 723 colleges and universities ranked according to the type of school, 439 are application-oriented colleges, accounting for 61%. It can be said that it has undertaken a considerable proportion of talent training and output tasks. Among the 439 application-oriented colleges and universities, 394 have a star rating of 1 star, accounting for 89.7%, and the highest is 3 stars, only 2; and among the 723 colleges and universities, the ranking is 3 stars and above. There are 167. Combining the previous data, it can be seen that the ranking of lower star ratings is relatively concentrated among application-oriented colleges. Although the index system of star rankings is quite complicated, relatively speaking, there is a certain gap between the popularity and the quality of students of application-oriented universities and research-oriented universities. Therefore, different from the research-oriented colleges' emphasis on students' scientific research ability, application-oriented colleges pay more attention to the cultivation of students' practical ability, meet the needs of students' employment and employers, and hope to cultivate students who can enter the workplace quickly and efficiently after graduation. Applied Talents. The needs of students as the entrance of admissions and the needs of enterprises as the exit of graduates are more closely related to the process of running a school. Talent training must be planned and adjusted according to the needs of these two ports. The impact of the post-epidemic era on the training of tourism management professionals in applied undergraduate colleges is also mainly manifested through the impact on the talent needs of tourism companies and the learning needs of students.

#### **3.1. Influence on the Talent Demand of Tourism Enterprises**

Since the outbreak of the new crown epidemic in early 2020, the tourism industry has been completely suspended at the beginning and then gradually recovered as the epidemic situation was controlled. However, especially in 2021, the epidemic continued to break out in many places, and the tourism industry was pressed again and again. Pause key. In addition, for the sake of epidemic prevention, various regions often have some restrictive measures such as "not in the province unless necessary, and not in the market unless necessary", which is tantamount to extinction for the tourism industry based on the movement of people from different places. disaster. According to the "China Statistical Yearbook" data, in 2019, the total number of domestic residents traveling was 6.006 billion, and the domestic tourism revenue was 5.73 trillion yuan. In 2020, due to the epidemic, the total number of domestic tourist trips dropped sharply to 2.879 billion, a decrease of 52.1%, and the domestic tourism revenue shrank to 2.23 trillion yuan, a decrease of 61.1% [10]. According to the statistics of the Ministry of Culture and Tourism of the People's Republic of China, in the first three quarters of 2021, the total number of domestic tourists was 2.689 billion, only 58.5% of the same period in 2019, and the domestic tourism revenue was 2.37 trillion yuan, only 54.4% of the same period in 2019. [11]. The decline in tourist arrivals and tourism revenue will inevitably lead to a significant reduction in the profits and employment needs of tourism companies. According to the data in the 2020 Cultural and Tourism Development Statistical Bulletin of the Ministry of Culture

and Tourism of the People's Republic of China, the operating profit of national travel agencies in 2020 is - 6.915 billion yuan, with 322,497 direct employees, a decrease of 93,444 compared with 415,941 in 2019, a year-on-year decrease of 22.47% [12]. There are no official statistics for 2021 yet, but considering that the tourism recovery in the summer vacation of 2020 and the November and Spring Festival holidays will not continue in 2021, the new round of epidemics starting from the summer vacation of 2021 will directly affect the period from summer vacation to October 2021. The entire tourism consumption peak season of 1 failed to realize the expected income, and the old travel agencies including Zhongxin Travel, Guangdong Nanhu International Travel, Guangdong Heping International Travel, Shandong Jiahua Culture and other established travel agencies starting in 2021 have fallen into bankruptcy or debt crisis, and the direct employees in 2021 The figures are likely to drop further. The sluggish demand for talents in tourism enterprises in the post-epidemic era has a huge impact on the training of tourism management professionals in application-oriented undergraduate colleges. After all, the students they train are mainly involved in practical work rather than further scientific research. If the entire industry enters a trough, graduates will have a way out for employment. will be greatly limited.

The tourism industry once pinned the hope that the pent-up tourism demand of the people would have a blowout outbreak after the end of the epidemic, but even without considering the negative impact of the epidemic on people's economic conditions, tourism demand is not as expected. break out. Short-term pent-up demand may have a process of retaliatory compensation later, but once a certain demand is limited for a long time, the most likely way for people to take is not to seal up this demand for later use, but to find alternative products to relieve and make up for it. . The inconvenience and uncertainty brought to people's travel in the post-epidemic era, especially the unpredictability of its duration, has led to changes in people's travel methods. Outbound travel is difficult to recover in the short term, domestic travel has become shorter, and outings have become short-term. Rural tourism is booming, and the traditional profit points of traditional tourism companies are gradually being lost. But at the same time, social needs and aesthetic needs have begun to be manifested in the form of tourism. Small-group theme travel products formed with themed communities as the core are becoming more and more popular, and people have higher and higher requirements for scenes and experiences. Traditional propaganda and communication channels have also been gradually replaced by new media such as Douyin and Xiaohongshu. Well-designed live broadcasts or beautiful pictures and copywriting can achieve the effect of planting grass for potential consumers in the shortest possible time. If traditional tourism companies want to continue to survive, transformation is imminent. From product design, dissemination to implementation and operation, the needs of consumers in the new era must be considered, which has changed the requirements of the tourism industry for talents. It can design products, create scenes, operate new media, and have the ability to combine trends and consumer needs. Compound talents with traditional tourism operation skills will be the focus of future enterprise needs. How to cultivate talents who meet the needs of enterprises and can meet the needs of enterprises in the shortest time and produce benefits is a problem that must be considered in tourism management majors in applied undergraduate colleges.

### **3.2. The Impact on School Teaching Mode**

In the post-epidemic era, due to the fact that the epidemic broke out from time to time, schools must take emergency measures such as closing schools and implementing online teaching at any time, which has caused a considerable impact on the relatively stable teaching order. For example, the adjustment of the semester time and the extension of vacations have led to teachers and students to complete the original teaching tasks in a shorter period of time. It is a problem to ensure that

students can effectively absorb them while the pressure increases. Once the epidemic is encountered during the holiday, schools often adopt the online teaching mode in order to ensure the completion of teaching tasks. Although online teaching has been implemented nationwide in early 2020, various schools have accumulated certain experience in online teaching, so that they will not be caught off guard. However, in the process of switching between online and offline, the organization and connection of course content and the guarantee of students' learning status and effects have all presented challenges to schools.

In the post-epidemic era, due to the closure of cities, schools and online teaching that may be caused by the outbreak of the epidemic at any time, some practical training courses cannot be completed through online courses, and can only be changed into theoretical courses or postponed. Similarly, some of the original internship links will also be affected and will be suspended or postponed. Even if it can be implemented, tourism companies themselves will be precarious in the post-epidemic era, and it is difficult to ensure the effectiveness of student internships. The characteristics of applied undergraduate colleges determine that they should focus on the cultivation of students' practical ability. Practical teaching should be the core link. How to ensure this core link in the post-epidemic era is a difficult point.

### **3.3. The Impact on Students' Learning**

As mentioned above, the post-epidemic era may often experience switching between online courses and offline courses. Such switching is not easy for students in application-oriented undergraduate colleges to adapt to. Compared with students in research universities, students in application-oriented undergraduate colleges have relatively weak internal drive to learn, and the transition from offline to online learning has put forward higher self-discipline and self-learning ability of students. Requirements, relatively speaking, this part of students will be more difficult to adapt to this kind of conversion. At the same time, due to the limitation of online courses, the teaching of theoretical knowledge is often the mainstay, and there is a lack of face-to-face communication between teachers and the blessing of experimental operations, which is quite different from the original learning environment. For students, it will be more difficult to learn and adapt, and it is difficult to obtain the learning effect and learning fun of offline courses.

On the one hand, the possible shortening of the semester in the post-epidemic era means that students have to learn more content in a shorter period of time, which makes them face greater academic pressure. On the other hand, some schools are worried that students' lack of self-control will affect the effect of online learning, so they strengthen the supervision of online teaching and require teachers to urge students to complete online learning through more homework and assessment, which leads to students needing Completing more homework than offline learning, the sudden surge of academic pressure has not been judged well, but it is a challenge for students to withstand. At the same time, the huge impact of the post-epidemic era on the tourism industry can be seen by students, which will inevitably cause them to have doubts about their future, whether they will be able to use what they have learned and whether they will be able to go smoothly after graduation. Employment and other issues will bring a lot of psychological pressure to students. It can be said that during this special period, students' academic pressure is superimposed with psychological pressure. How to properly guide students to prevent students from collapsing under the pressure is what schools must pay attention to.

### **3.4. The Impact on Enrolment**

The tourism industry has been severely hit by the epidemic. The repeated epidemics in the post-epidemic era have led to the fact that the tourism industry has never really resumed and restarted.

The downturn in the industry situation and the uncertainty of the prospects are bound to make students have more concerns and obstacles when filling out the tourism management volunteers in the college entrance examination. This affects the enrollment of tourism management majors in applied undergraduate colleges.

High school students often consult various parties when filling out the application form, hoping to obtain as much reference information as possible. As mentioned above, in the post-epidemic era, students majoring in tourism management are faced with learning discomfort, academic pressure and psychological pressure, which will greatly affect the stability of their professional thinking. In the past two years, tourism management students majored in tourism. The proportion of applicants for changing majors remains high. This situation makes them more likely to give negative evaluations when facing professional consultations from fresh candidates, thus affecting the subsequent enrollment of the school.

## **4. Problems Existing in Talent Training of Tourism Management Majors in Applied Undergraduate Colleges at This Stage**

### **4.1. The Idea of Talent Training Lags Behind the Changes in Industry Demand**

Due to changes in the external environment, the demand for talents in the tourism industry has also undergone tremendous changes, but the training of tourism management professionals in colleges and universities has not been synchronized with this change. Different from some basic disciplines, the tourism management major is an applied major that originates from practice and is inseparable from practice. Therefore, even if it is difficult to be ahead of practice, at least it must not lag too far behind practice. The tourism management major in applied undergraduate colleges is to cultivate practical talents for the industry, and it is necessary to grasp the dynamics and needs of the tourism industry.

The highly comprehensive nature of the tourism industry determines that tourism talents should have a variety of knowledge accumulation, strong learning and adjustment ability, and can keenly capture hot spots and development trends for my use to improve themselves. However, the talent training of tourism management professionals in the existing application-oriented undergraduate colleges puts too much emphasis on the major, which is reflected in the curriculum setting of 4 main courses plus many traditional subjects named after tourism. As far as the tourism industry is concerned with the whirlpool of new competitors, it is easy to fall into the trap of what Wang Zhuli calls the "paradox of talent training".

Application-oriented undergraduates focus on application, while schools focus on undergraduates, so in accordance with the traditional professional talent training method, it emphasizes the distinction of majors, emphasizes theory, and values the rate of postgraduate entrance examinations. Not only lacking the soil and seeds of a research-oriented university, but also unwilling to be dragged down by the reputation of an applied-oriented university, it seems that it is not a high-end university, so I want to have everything, but I can't catch anything. In such a tangle, the majors seem to have touched the edge, but the practice seems to have only touched the edge, wandering in the question of what they can do after graduation.

In the face of the impact of the epidemic on the tourism industry, what to do in the future, the industry is still exploring in confusion. The school does not have the experience of being in the front line of tourism. Under the situation that the tourism industry is also crossing the river by feeling the stones, the school lacks the idea of sharing weal and woe with the tourism industry. From the perspective of running a school, it has not regarded the crisis of the tourism industry as a problem. Your own crisis, communicate with them and think about solutions. The participation in practice is limited, the theory cannot be advanced, and the reality is incapable of coping. Therefore,

the direction of future talent training is not clear, and there is no way to reform the current situation.

#### **4.2. The Teaching Mode is not Suitable for the Situation of the Students**

The epidemic has spawned the rapid development of online education, and has also boosted the popularization and application of a large number of online teaching tools. However, for students in application-oriented undergraduate colleges, the proportion of online and offline teaching in the post-epidemic era should still be controlled. The online teaching rate should not be pursued blindly because of the popularity of online teaching, but whether it is suitable for students. Whether the learning situation is consistent with the teaching objectives. Students in application-oriented undergraduate colleges have poor self-control, and at the same time, they should pay more attention to the cultivation of their practical operation ability. Too much online education will make it difficult for students to adapt and achieve the purpose of training.

At present, the design of the curriculum system for tourism management majors in most colleges and universities is still very traditional, with four main courses as the main course, accompanied by related courses such as exhibition, hotel, ecological agriculture, etc. The overall performance is "old, empty and heavy". The subjects are old, and in the face of the ever-changing external environment, there is a lack of courses to be used in connection with the new era. The content is extensive, and I have learned a lot of various general concepts. It seems that all aspects are involved, but it is difficult to refine it in depth. It is difficult to arouse the interest of learning and make students apply what they have learned. The courses are repeated, tourism economics is studied after economics is completed, and tourism marketing is completed after marketing. There are too many overlapping contents in these courses. The textbook fits, and many theories in the textbook have already been learned but have to spend time again. Therefore, students will inevitably have boredom and doubts in the learning process, and their emotions will be low, and they will doubt their practicability.

The practice of applied undergraduate colleges should be the core of the curriculum to achieve the purpose of improving students' application ability. But in practice, there are various problems in practice. The practice in the theoretical class lacks planning and design, and is often a mere formality. Its purpose, content, and methods are outdated and backward, which greatly reduces the training significance for students. At the same time, due to the epidemic situation, and also subject to the restrictions of funds or various complex approvals, the original study and research that should have been arranged have been reduced and cancelled to varying degrees. The problem is even greater in the internship link. The epidemic has caused many tourism companies to close down or barely support. Under such circumstances, it is naturally difficult to accept and digest the large number of tourism management interns every year, which leads to the final students' internships are often concentrated in hotels. There is a big gap between the basic positions in the scenic spot and the career direction originally envisaged by the students. Even so, the possible outbreak of the epidemic at any time will suspend the business of the internship company where the student is located. Some students can only choose to practice freely, and often they will no longer practice in the end. In the process of internship, students lack relevant cognition and planning, and cannot take problems to think, solve, and grow during the internship process, so they tend to perceive themselves as cheap labor, so their satisfaction is very low.

Objectively speaking, students majoring in tourism management have low theoretical learning mood and low satisfaction with practical learning for a long time. This situation is not caused by the epidemic, but the epidemic has magnified this problem. On the one hand, various changes after the epidemic have broken the original state of development of the tourism industry. Whether it is companies, schools, or students studying this major, they are facing their own difficulties. On the other hand, the curriculum system of the original talent training model has formed a certain inertia.

Teachers are familiar with the teaching process, and they are unwilling to step out of their comfort zone to open up new territories and make new attempts. This has also become an inertia. To a large extent, it restricts the connection between teaching mode and students' needs and social needs.

## **5. Countermeasures and Suggestions**

### **5.1. Strengthen Participation and Research in the Tourism Industry, and Transform Industry Changes into Talent Training Changes**

As an applied discipline, tourism management major shares weal and woe with the development of the industry. In order to cultivate talents who can meet the needs of practice, applied undergraduate colleges must first participate in the practice of the industry with a more active attitude. We can't just try it out, we can't follow what others say. Only through on-the-spot research, corporate training, and communication with industry insiders can we truly think about how the tourism industry should respond to the impact of the post-epidemic era. Only when colleges and universities, as talent training institutions, have a more in-depth and clear thinking and research on the future changes in the industry, can they not respond passively, but actively meet the changes in the industry with talent training changes.

### **5.2. Cultivate T-shaped Talents and Broaden the Development Space of Students**

In the post-epidemic era, people's travel needs and the way to meet travel needs have undergone tremendous changes. Tourism demand still exists, but due to the epidemic control, this demand often superimposes other demands, or other demands replace the original pure tourism demand. To a certain extent, tourism has begun to become a form of carrying other demands. . In the past few years, we have been talking about "tourism +", but the author believes that now in the era of "+tourism", the change of the order not only means the change of the role of tourism, but also the change of the thinking of the training of tourism management professionals. . For example, in the current hot "research tourism", research is the main demand. This demand can be met through the design of on-campus activities, visits to local museums, etc., not necessarily through the form of travel to other places. Nowadays, many community activities, such as the activities of traveling with pets organized by pet lovers, are essentially to meet social needs, and tourism is only a form of meeting this need. The original is to add some other content on the basis of tourism, tourism is an essential health care factor. Now, tourism is more used as a carrier to meet other needs. If you don't travel, you can choose other forms. At this time, tourism has substitutability and has become one of the motivating factors. Such changes require that the talents we cultivate should not be limited to the small framework of tourism, but should have more cross-border knowledge and skills. Colleges and universities should realize the leap from cultivating professional talents to cultivating T-shaped talents. The students trained should not only have solid professional knowledge and skills in tourism, but also have an interest and thirst for knowledge in other fields and disciplines, and be able to think and explore across boundaries; Accept perspectives and practices from other seemingly unrelated fields, and strive to find the intersection between them and tourism; it is necessary to be able to think about the root causes of problems faced in the actual operation of tourism, and to design integrated solutions. Only students who are trained as T-shaped talents can obtain broader development space in the future.

### **5.3. Implement Teaching Reforms to Respond to the Needs of the Industry**

In order to realize the transformation from cultivating professional talents to cultivating T-



shaped talents, it needs to be implemented from the level of ideological reform to the level of teaching reform.

We cannot blindly follow the teaching content and curriculum system before the epidemic. After all, the post-epidemic era has brought many changes. It is necessary to adapt to this changing demand, to be proficient in the profession, to expand the scope, and to improve the ability. Retain some traditional basic courses, such as basic tourism operation courses, cultural and aesthetic courses, and offer more courses related to the needs of tourism in the post-epidemic era, such as new media operations, video editing, etc.

In view of the fact that in the case of "+ tourism", there are many contents that can be "+" in front of tourism, and it is difficult for the teachers of tourism majors to adapt to teach these many possible contents, so inter-professional credits should be implemented for tourism students mutual recognition. Students can choose courses of other majors under the guidance framework provided by the college, or they can choose other professional courses that they are interested in to study. As long as they pass the assessment at the end of the study, they will be awarded credits. The aim is to give students as many options as possible, both for the course and for the future. When students jump out of the traditional travel learning framework, it is possible to change their curiosity, vision, and problem-solving methods.

The appropriate teaching method should be selected according to the actual situation of the students. It is true that online teaching and blended teaching have been familiar to students in this era with the help of the impact of the epidemic, and because of the possible outbreak of the epidemic at any time, they will be promoted to the main or even the only position at any time. However, according to the needs of students, the ratio of online and offline courses should be reasonably set, and the teaching plan and course content should be adjusted according to the objective situation, which should not only conform to the students' cognitive and acceptance habits, but also conform to the national epidemic prevention and control policies. higher requirements. It is difficult, but the era of easy money making in the tourism industry has passed, and teachers must also step out of their comfort zone to make new attempts and explorations.

#### **5.4. Upgrading Practical Teaching, so that Students Can Learn to Think and Learn**

Practical teaching, as the core feature of applied undergraduate colleges, must make reforms that are more adaptable to the requirements of the times.

This emphasis should not be verbal, but should highlight its important position in terms of the arrangement of school hours, improvement of practice conditions, and teaching evaluation. It is necessary to formulate a flexible mechanism and contingency plan to ensure that the weight and quality of practical teaching work will not be greatly affected by the sudden outbreak of the epidemic.

In the post-epidemic era, the tourism industry has undergone tremendous changes, and "+ tourism has become the trend of future survival and development. At this time, if the practice process of tourism majors is still in the old fashioned way, with hotels, scenic spots, and travel agencies, students will not be able to truly participate in the changed tourism industry, and they will not be able to recognize and discover problems in practice. Think to solve problems, improve their own ability. When arranging practice units for students, schools should jump out of the traditional thinking mode of tourism and actively look for more business units where students can participate in practice. Let students in the reformed theoretical courses to learn the content can be targeted, to apply what they have learned.

Students majoring in tourism are less satisfied with the practice of corporate jobs. Quite a few students think that they study hard for a few years, but end up with small jobs. This aspect stems

from the fact that the positions and content of students' practical learning have remained unchanged for many years, and they have long since been unable to keep up with the pace of tourism development. Students will think that the work they do can be completed without undergraduate education, so that students cannot Experience the satisfaction of education and career. On the other hand, it stems from the lack of overall design of the practical teaching link, which is only completed as a separate learning part, and lacks the integration consideration with the students' theoretical curriculum system. For students, theory and practice are two separate skins. In practical jobs, it is found that what is taught is not useful, and what is used is not taught. Complaints are inevitable. Although the purpose of setting up the practical teaching link is to effectively make up for the shortcomings of the theoretical teaching link, this compensation should not only allow students to discover the huge gap in the middle, but should allow students to know what problems they need to solve or what problems they need to solve in the theoretical learning link. Which questions are of interest and then allow students to seek answers to the questions in practice. Such practice with problems will enable students to transcend the cognitive mode of simply doing small jobs and truly enter the state of inquiry learning. This requires teachers to carry out active teaching exploration, and carry out teaching design of theoretical and practical links from the perspective of system theory. For example, design a small project for students, and guide students to participate in the project in the theoretical learning stage. The project system here does not need to be rigidly bound to the teacher's scientific research project, and it does not need to carry too many expectations. It is only part of the teaching content. It must be able to wait for the flowers to bloom, so that students can slowly fill it up throughout their learning career. What is considered is the student's learning cognitive laws and not others. Only in this way can students know what they have to do every step forward and what they have gained, so that they can truly learn to think and learn.

The post-epidemic era will have a huge impact on the tourism industry, and as time goes by, this impact will inevitably be uploaded from the industry as a talent export to the colleges and universities that cultivate talents, which will then affect the recruitment of talents and the tourism management major. continued development. Faced with this situation, application-oriented undergraduate colleges should make plans earlier, adjust in time, and realize the synchronization of talent training with the changes of the times and the needs of the industry through scientific research participation, ideological transformation, teaching reform, and practice upgrading, so as to be more proactive and active. stance to meet the challenges of the future.

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