

Analysis on the Main Factors Affecting the Present Situation of the Training Mode of Contemporary Tourism Education Talents

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Abstract: Based on the shortage of high-skilled talents in tourism, this paper makes a sample survey on the training of talents in some higher vocational colleges in Beijing, and analyses the data to find the main factors affecting the characteristics of tourism higher vocational education. Through the analysis and reflection of the main factors, this paper puts forward the countermeasures to solve the problems, which provides a model for the training of talents in similar higher vocational tourism colleges.

1. Training Mode of Tourism Education Talents

Talents training mode refers to the structure and operation mode of the training process adopted by schools to achieve their training objectives. Specifically speaking, it refers to the combination of talents training objectives, contents, training programs, training specifications, school system and teaching process under the guidance of certain educational ideas. Higher vocational tourism education must carry out research and Reform on the training mode of Higher Vocational Tourism Talents in order to achieve the characteristics of higher vocational education and the training objectives^[1]. It is a hot and difficult point in the current education and teaching reform that how to construct a talent training mode of higher vocational tourism education that conforms to the law of higher vocational education and meets the needs of the development of modern tourism industry.

2. Characteristic Indicator Rankings of Tourism Education in Higher Vocational Colleges

This paper probes into the characteristics of tourism education in Higher Vocational Colleges from two dimensions. First, it designs 21 characteristic indicators of tourism education in Higher Vocational colleges. These indicators cover all the characteristics of Vocational education. Second, it divides the evaluation indicators into seven grades ("0" means not knowing). For example, in the orientation of running a school, if you think the orientation is very accurate, please choose "1", "2", "3", "7" and "0" if you don't know. Table1 shows the distribution of data:

Table1: Data Distribution of the Characteristics of Tourism Education in Higher Vocational Colleges

Positive indicators	Degree evaluation value							Negative indicators
	1	2	3	4	5	6	7	
Accurate orientation	3.4	5.5	4.4	30.9	20.2	2.4	4.4	Location ambiguity
Reasonable training scheme	1	29.5	27.5	8	5	2	3.9	Unreasonable
Clear training objectives	3	10.4	27	26	14	7	4.5	Not clear
Strong Professional Layout	3	4.5	29.5	27.5	8	5	2	Not strong
Rich curriculum resources	2	29.5	27.5	8	2	7	6.3	Not rich
Quality textbooks	2			3				Unqualified
Emphasis on Practical Teaching	2.5	16	27.5	8	5	2	29.5	Pay less attention
Innovation of teaching mode	2.5	6.8	27	26	14	7	4.5	Lack of innovation
Skills Training Oriented	3	3	2	2	3	6	2	Not oriented
Emphasis on Practical Ability	3	3	2.5	2.5	3	4.3	2.5	Pay less attention
Adequate number of Teachers	6.5	26	3.7	2.5	26	2.5	3.7	inadequate
Good test conditions	2.5	2	3	3	2	6.7	3	Bad condition
Advanced teaching facilities	1.5	2.5	3	3	2.5	6.2	3	Not advanced
many opportunities for fixed-position internship	5.5	3.7	26	26	2.5	7	26	Not many
Adequate school buildings	6.5	3	3	3	3	6	3	inadequate
Sufficient funds	7.4	3	3	7	3	3	26	Not-sufficient
Strong campus spirit	3.6	26	2	6.5	26	2.8	2	Not strong
Good style of study	2.0	3	4	7.4	3	3.2	2.5	Bad style
Highlighting School Characteristics	3.8	3	26	3.7	2.5	26	26	Not highlighting

According to the different contribution degree of the four main factors, the importance degree of the four main factors reflecting the essence of tourism education in higher vocational colleges is obtained by converting them into percentage and calculating the total ratio of the four main factors as 100%.

Table 2 Factor importance ranking

Main factor	Teaching conditions	teaching model	School running idea	campus culture	Total
Degree of contribution(%)	53	6.5	5.9	4.6	70
Degree of contribution of converted percentage (%)	76	9	8	7	100

3. Construction of Talents Training Model in Higher Vocational Education

3.1 Constructing a Stable Practical Teaching Base inside and outside the School

Higher vocational tourism education is a highly practical education. Therefore, we must attach importance to the construction of practical teaching bases inside and outside schools, strengthen the construction of practical teaching, and pay attention to the cultivation of students' professional

quality and ability. Through the base construction, strengthening the cooperation between schools and enterprises is conducive to consolidating the theoretical knowledge and improving the professional quality of the students; strengthening the students' own ability and market competitiveness, broadening the employment channels of students; helping enterprises to select and cultivate talents; and helping enterprises and schools to cultivate "seamless" docking^[2]. The author's college always attaches importance to practical teaching in Higher Vocational Education and actively develops the construction of practical teaching bases both inside and outside the school. It also puts forward the educational idea of "designing practical teaching according to the needs of tourism industry, promoting mutual promotion between practical teaching and theoretical teaching, integrating practical education with comprehensive education", and establishes a "whole process, multi-level, multi-link and multi-module" with the characteristics of the college.

3.2 Deepening the Reform of Talents Training Mode in Higher Vocational Tourism Education

In order to cultivate high-quality skilled talents adapted to the development of tourism economy in the 21st century, higher vocational tourism education must explore and study the training mode of talents in Higher Vocational Tourism education. We should carry out the reform of the teaching mode of "work-oriented, synchronous and collaborative" practice course in accordance with the characteristics of the specialty we have set up. This teaching mode focuses on the three major of cooking technology and nutrition, catering service and management, Hotel management, with their respective professional abilities and qualities as the core, career needs as the guide, emphasizes the applicability, foundation and comprehensiveness of curriculum content, and emphasizes the cultivation of comprehensive knowledge and comprehensive practical ability on the basis of multiple integration. The whole practical teaching process forms different inter-specialty learning. Synchronized teaching of students' collaborative work, task-driven and team-work includes the complete teaching mode of obtaining information, formulating plans, implementing plans, producing products, selling products, controlling quality and evaluating work performance, as well as a diversified and collaborative practical teaching guidance team composed of professional teachers and experts from home and abroad.

3.3 Creating a Strong Campus Culture

The excellent campus cultural environment is the fertile soil and cradle for the healthy growth and growth of College students. Characteristic campus culture can embody the most distinctive, obvious and typical school spirit of a school. It is a potential psychological force, a kind of general accepted, accepted and respected fashion, custom and criterion in the school. It depends on the school style in the form of system norms, and exists on individuals in the form of values. It embodies the personality psychology of all members of the school. Characteristically, it can play an irreplaceable role in social norms and customs^[3]. Therefore, higher vocational tourism colleges should carry out rich and colorful campus cultural activities according to their own professional characteristics, and cultivate students' spirit of "loving life, integrating into society and serving society" through the second classroom activities with tourism cultural characteristics and various knowledge and skills competitions; cultivate students' character of "being open-minded, friendly, peaceful" and "seeking truth" The quality of being pragmatic, helpful and pursuing progress.

3.4 Actively Promoting the Idea of International School-running

Tourism has no national boundaries. With the upsurge of "cross-border tourism" and "borderless tourism", the demand for tourism talents in the international tourism market is increasing day by

day. The quality of tourism talents has become the main content of measuring a country's tourism competitiveness, and the level of tourism education has become the key to the sustainable development of a country's tourism industry. At present, there are more and more international cooperation in tourism industry, and the corresponding demand for talents is higher and higher. Higher vocational tourism education must adapt to tourism industry.

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