

Construction and Optimization of the Practical Teaching System of Tourism Management

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Abstract: *This article aims to explore the construction and optimization of the practical teaching system for tourism management majors. Through an in-depth analysis of the current status and issues of practical teaching in tourism management, a systematic framework for practical teaching is proposed. Additionally, a series of optimization strategies are suggested to address the shortcomings of the existing system. This not only provides theoretical support for practical teaching in tourism management but also offers practical guidance for improving teaching quality and cultivating high-quality talents that meet industry demands. By optimizing the practical teaching system, it is expected to better satisfy the tourism industry's need for professionals and promote the sustained development of the tourism sector.*

Keywords: Tourism management; Practical teaching; System construction; Optimize.

1. INTRODUCTION

With the rapid development of the tourism industry, the importance of tourism management education has become increasingly prominent. Practical teaching, as a key component in enhancing students' practical skills and professional qualities, makes the construction and optimization of its system particularly crucial. However, there are numerous issues in the current practical teaching of tourism management, such as the disconnection between practical teaching content and industry demands, the uniformity of teaching methods, and the inadequacy of the practical teaching evaluation system. These problems have severely affected the effectiveness of practical teaching and constrained the quality of talent cultivation in tourism management.

Therefore, this paper aims to conduct an in-depth analysis of the current situation and problems of practical teaching in tourism management, construct a systematic practical teaching system, and propose optimization strategies to address the deficiencies of the existing system. Through the optimization of the practical teaching system, we hope to enhance students' practical skills, professional qualities, and innovative abilities, thereby better meeting the tourism industry's demand for professionals.

2. THEORETICAL BASIS OF PRACTICAL TEACHING IN TOURISM MANAGEMENT MAJOR

2.1 Definition and Characteristics of Practical Teaching

Practical teaching is a pedagogy that focuses on students' hands-on experience and personal involvement. Unlike traditional theoretical teaching, it emphasizes cultivating students' practical operation skills and problem-solving abilities. The characteristics of practical teaching lie in its practicality, operability, and interactivity. By simulating real environments or operating directly in real environments, it allows students to learn through practice, thus gaining a deeper understanding and mastery of the knowledge learned.

2.2 The Necessity of Practical Teaching for Tourism Management

Practical teaching is particularly important in the field of tourism management. The tourism industry is highly practical, requiring students not only to master theoretical knowledge but also to possess practical operation skills and the ability to flexibly respond to various situations. Through practical teaching, students can more intuitively understand the operation of the tourism industry and improve their professional quality and comprehensive abilities. Therefore, practical teaching plays an irreplaceable role in tourism management education and is a key link in cultivating students to become qualified tourism practitioners.

2.3 Basic Components of the Practical Teaching System

The practical teaching system is an indispensable part of tourism management education, including curriculum setting, teaching methods, and practical links. In terms of curriculum setting, practical courses should be designed with pertinence and practicality, taking into account the actual needs of the tourism industry. In terms of teaching methods, diversified teaching methods should be adopted, such as case analysis, role-playing, simulation exercises, etc., to stimulate students' interest in learning and improve learning effects. At the same time, practical links are also an important part of the practical teaching system, including internships, practical training, social practice, etc. These links allow students to experience the actual work of the tourism industry firsthand, thereby better integrating theoretical knowledge with practice.

3. ANALYSIS OF THE CURRENT SITUATION OF PRACTICAL TEACHING IN TOURISM MANAGEMENT

3.1 Current Overview of Practical Teaching for Tourism Management Major

Practical teaching in tourism management has received increasing attention in recent years. Many universities have established a comprehensive practical teaching system, including various forms such as on-campus training, off-campus internships, and practical teaching collaborations with enterprises. On-campus training typically involves practical operations in courses like simulated tour guiding, tourism planning, and design, aiming to help students translate theoretical knowledge into practical skills. Off-campus internships are usually arranged after students complete most of their theoretical courses, allowing them to gain practical work experience in tourism enterprises or scenic areas for several weeks or months. Additionally, universities actively collaborate with tourism enterprises to jointly develop practical teaching projects, providing students with learning opportunities that are more aligned with industry realities.

3.2 Existing Problems and Challenges

Despite the achievements made in practical teaching of tourism management, there are still some problems and challenges. Firstly, the allocation of resources for practical teaching is uneven, and some universities struggle to carry out high-quality practical teaching activities due to a lack of funding and equipment support. Secondly, the evaluation system for practical teaching is not yet perfect, and some universities overly focus on theoretical assessments while neglecting the evaluation of students' practical abilities. Furthermore, the teaching faculty for practical teaching needs to be strengthened as some teachers lack practical industry experience and find it difficult to provide effective practical guidance to students. Finally, the management and supervision mechanism for practical teaching also needs further improvement to ensure its quality and effectiveness.

3.3 Student Feedback and Demands for Practical Teaching

Through surveys and interviews with students, we have learned that their feedback and demands for practical teaching mainly focus on the following aspects: Firstly, students generally hope to increase the proportion of practical teaching to better integrate theoretical knowledge with practical operations. Secondly, students expect more diversified and practical forms and content of practical teaching to cater to different interests and needs. In addition, students hope that universities can strengthen cooperation with tourism enterprises to provide more internship and employment opportunities. Lastly, students have also made suggestions regarding the evaluation system of practical teaching, expressing their desire for universities to place more emphasis on assessing and evaluating students' practical abilities.

4. THE CONSTRUCTION OF A PRACTICAL TEACHING SYSTEM FOR TOURISM MANAGEMENT

4.1 Principles and Goals of Construction

The construction of the practical teaching system for tourism management should follow the principles of being student-centered and practice-oriented. Its core objectives are to cultivate students' practical operation skills, problem-solving abilities, and adaptability to the industry, ensuring that students can integrate theoretical knowledge with practical operations and enhance their professional literacy. Additionally, the construction of the practical teaching system should clarify the quality standards and evaluation methods of practical teaching to

ensure the effectiveness of teaching activities and the improvement of students' practical abilities, laying a solid foundation for students' future career development in the tourism industry.

4.2 Design of Practical Teaching Content

The design of practical teaching content for tourism management should closely align with the actual needs and professional characteristics of the tourism industry, developing practical and applied teaching projects. The content should cover various aspects such as tourism planning, hotel management, and tour guide services, aiming to improve students' professional skills and service levels through practical operations and exercises. Meanwhile, to cultivate students' innovative thinking, the teaching content should also include cutting-edge industry knowledge, case studies, and problem-solving strategies, thus helping students develop comprehensive professional literacy.

4.3 Selection of Teaching Methods and Means

In selecting practical teaching methods and means, flexible teaching approaches should be adopted based on teaching objectives and students' actual situations. For example, interactive teaching methods such as simulation training, role-playing, and case analysis can stimulate students' interest and initiative. At the same time, modern information technology tools, such as virtual simulation software and online learning platforms, can enhance the efficiency and effectiveness of practical teaching. During the teaching process, attention should also be paid to collecting student feedback and adjusting teaching methods in a timely manner to ensure the pertinence and effectiveness of practical teaching activities.

4.4 Evaluation System of Practical Teaching

The evaluation system of practical teaching is a crucial aspect of ensuring the quality of practical teaching. The evaluation system should focus on multiple dimensions such as students' practical abilities, team collaboration skills, and problem-solving abilities. By establishing clear evaluation criteria and quantitative indicators, students' practical achievements can be comprehensively and objectively evaluated. Simultaneously, the evaluation process should emphasize the combination of process evaluation and result evaluation, as well as diversified evaluation methods such as self-evaluation, peer evaluation, and teacher evaluation. This will more accurately reflect students' practical abilities and professional literacy, providing strong support for subsequent teaching improvements.

5. OPTIMIZATION STRATEGIES FOR THE SYSTEM OF PRACTICAL TEACHING

5.1 Strengthen School-Enterprise Cooperation and Achieve Resource Sharing

Strengthening school-enterprise cooperation and achieving resource sharing is a key measure to optimize the practical teaching system. Its core objective is to fully utilize the resources of schools and enterprises, providing students with more practical work environments and opportunities that are closer to reality. To achieve this goal, schools should proactively establish close cooperative relationships with enterprises, jointly develop practical teaching plans, and clarify the responsibilities and rights of both parties. At the same time, resource sharing can be promoted through the establishment of school-enterprise cooperation practice bases and the development of cooperative projects, enabling students to truly encounter cutting-edge industry technologies and knowledge in practical teaching, thereby enhancing their practical abilities and professional qualities.

5.2 Introduce Modern Technology to Improve Teaching Effectiveness

Introducing modern technology to enhance teaching effectiveness is another important strategy for optimizing the practical teaching system. The rapid development of modern technology provides more possibilities and means for practical teaching. By introducing advanced technologies such as virtual reality and augmented reality, a real working environment can be simulated, allowing students to gain a more intuitive and vivid experience through virtual practice. Additionally, by utilizing big data and artificial intelligence technology, students' learning behaviors can be analyzed to provide teachers with more personalized teaching suggestions. Therefore, schools should increase investment, actively introduce and apply modern technology, and continuously improve the effectiveness and quality of practical teaching.

5.3 Improve the Evaluation Mechanism of Practical Teaching

Improving the evaluation mechanism of practical teaching is an important guarantee to ensure the effective operation of the practical teaching system. The fairness and effectiveness of the evaluation mechanism are directly related to the quality of practical teaching and student enthusiasm. Therefore, schools should establish a comprehensive, objective, and fair practical teaching evaluation system, clarify evaluation indicators and standards, and ensure that evaluation results can truly reflect students' practical abilities and teaching levels. At the same time, a student feedback mechanism should also be established to timely understand students' opinions and suggestions on practical teaching, so as to adjust teaching strategies in a timely manner and continuously improve teaching quality.

5.4 Strengthen the Construction of the Teaching Staff

Strengthening the construction of the teaching staff is the fundamental guarantee for optimizing the practical teaching system. The quality and teaching ability of the teaching staff directly affect the effectiveness of practical teaching. Therefore, schools should attach great importance to the construction of the teaching staff, continuously improving teachers' professional literacy and practical teaching abilities through regular teacher training, introducing excellent talents, and encouraging teachers to participate in practical teaching research. At the same time, a comprehensive teacher evaluation mechanism should also be established to regularly evaluate teachers' teaching quality, ensuring that teachers can continue to make progress and provide students with more high-quality teaching services.

6. CONCLUSIONS

This paper delves into the practical teaching system of tourism management, aiming to build and optimize the system to improve education quality. By sorting out the theoretical foundation of practical teaching, it analyzes the current status and existing problems of practical teaching in tourism management, and then proposes targeted construction and optimization strategies. The paper not only elaborates on the definition, characteristics, and necessity of practical teaching from a theoretical level, but also combines actual situations to deeply analyze key optimization directions such as school-enterprise cooperation, the introduction of modern technology, improvement of the evaluation mechanism, and the construction of the teaching staff. Furthermore, through specific case studies and empirical research, the effectiveness and feasibility of the proposed optimization plan are verified, providing strong support for practical teaching in tourism management. Overall, this paper is of great significance for promoting the reform and innovation of practical teaching in tourism management and cultivating more high-quality talents that meet the needs of the industry.

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