

Exploring the Teaching Reform of Tourism Economics in Applied Universities

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Abstract

The course of "Tourism Economics" plays a key position in the tourism management major, and through the teaching reform of this course, it can not only clarify the reform direction of the preceding professional courses, but also lay a solid foundation for the teaching reform of the subsequent professional courses. In view of the new requirements of the talent training program of tourism management in Zhanjiang Institute of Science and Technology, the corresponding teaching reform of this course has been carried out, combining theory and practice within the course, establishing teaching objectives, adjusting course contents, reforming teaching methods, enriching teaching methods, strengthening students' interest in learning tourism economy through various forms of learning, improving the timeliness of actual teaching and achieving the goal of education.

Keywords

Tourism economics; Applied bachelor's degree; Timeliness.

1. Introduction

"Tourism Economics" is a science that studies economic phenomena, economic relations and economic laws in tourism economic activities under the guidance of general principles of economics. The study of this course helps students to understand the operation mechanism of tourism development from an economic point of view. It contains course contents such as tourism economic activities, development of tourism products, supply and demand of tourism products, development of tourism market, influence of tourism consumption and strategies of tourism economic development. However, the short time of development of tourism discipline in China has led to different teaching models in universities. The traditional lecture mode is teacher-centered, focusing on theoretical education and lacking scientific practice. Secondly, the teaching materials are old and the course is out of touch with the reality and cannot keep up with the development of tourism. According to the characteristics and educational accumulation of this course, this paper puts forward the following points on how to improve the educational effect of tourism economy: first, from the perspective of teachers, reflect on how to improve their own education, which requires mastering the science of teaching, understanding the laws of education, and developing teaching ability; second, focus on the role of students in education, change teaching methods according to the characteristics of different students, stimulate students' initiative and enthusiasm in learning, and Improve the education effect of tourism economy, further improve the quality of training talents in tourism management, and provide some reference for the teaching of tourism economy in similar universities.

2. The Current Situation and Problems of Teaching Tourism Economics

The course arrangement of Economics of Tourism is in a fundamental position in the training program for tourism majors, and is an important pavement for undergraduate tourism teaching, emphasizing the integration of mathematical thinking and economic thinking. Some students may master the inner connection of the course, while others may lose interest in this course completely. Aiming at the problems in the teaching process of Tourism Economics, an in-depth analysis combined with the teaching experience is conducted, and four problems in the current teaching of tourism economics are derived.

2.1. Disconnection Between the Teaching of Economics of Tourism and Practical Problems

In the textbook of Tourism Economics used by most undergraduate institutions, the application of tourism economic cases is rarely involved in theoretical teaching, and the application of tourism economic problems optimization usually accounts for less than 20% of the teaching. It is difficult to combine the theory of the textbook with the practical problems of society, and the disconnect between the curriculum and practice directly leads to the cultivation of students' professional ideas cannot be effectively realized. Secondly, the knowledge of the teaching materials is old and cannot keep up with the development of tourism industry, which cannot reflect the actual operation law of tourism industry and only explain the simple economic models, students cannot really understand the real economic phenomena and cannot combine tourism with economic thinking, and it is difficult to analyze the real economic phenomena of tourism.

2.2. There Are Also Some Problems in Students' Learning as the Audience

Due to the limitations of textbook selection and certain differences in students' own comprehensive conditions, teachers need to make efforts to make up for the shortcomings of these two parts, which is a challenge to education itself. "Tourism Economics" is offered for the second year students of tourism management, which belongs to a large category of social sciences and is available to both high school Chinese and science students, while a considerable number of science students have little exposure to tourism knowledge in high school and are helpless to cope with calculation problems in economics for literature students, plus the fact that the management school of Zhanjiang Institute of Science and Technology does not offer advanced mathematics, microeconomics and macroeconomics for college students courses, making it more difficult for students to understand economic theories as well as the laws of motion. In short, the professional quality of students has not reached the appropriate level for studying Tourism Economics, and the basic economic principles taught by teachers are still difficult to be accepted by students, resulting in students losing interest in this course and the teaching effect not reaching the desired effect. Tourism Economics course is more theoretical than practical, a complete and accurate understanding also requires students to have some participation and understanding of real-life tourism activities, which is relatively unfamiliar to most students, and a significant number of students do not have such conditions. In addition, tourism economics requires students to understand the logical ideas hidden in the textbook and to master unique methods of economic analysis, making it a very challenging teaching task.

2.3. Classroom Lectures Are the Main Focus, Lack of Practical Teaching

Tourism Economics has strong theoretical and practical aspects, from the theoretical level, Tourism Economics is supported by economics, management, sociology and other disciplines; from the practical level, Tourism Economics is used to analyze the economic relations and economic laws behind economic activities. At present, most universities focus on the simple "teacher-teaching" teaching mode, thus neglecting the practical application of tourism

economics, which leads to the lack of understanding and knowledge of the students. Therefore, it is extremely important to establish practical teaching links between tourism economics. Adding a sufficient number of practical teaching links, strengthening process organization, focusing on process evaluation, and integrating performance evaluation can help students digest and understand abstract theories, understand tourism economic theories more intuitively, improve students' ability to analyze tourism economic phenomena and understand the nature of tourism economic issues, and improve the teaching effectiveness of the course.

2.4. The Pedagogue Is Deficient in Teaching Tools

In the traditional classroom is usually the teacher as the main body, students as the object, students passively accept the content taught by the teacher, filling duck indoctrination mode of teaching, on the one hand, because of the course content is complicated, limited class time, teachers can not be all the content through; on the other hand is to deal with a class of students, the teacher is difficult to understand different students to grasp the degree of knowledge, students also rarely feedback course teaching can not understand the key points or other courses to learn some repetitive knowledge. On the other hand, it is difficult for teachers to understand the degree of different students' grasp of knowledge when dealing with one class, and students seldom give feedback on the key points of the course teaching or some repetitive knowledge learned in other courses, which makes teachers' teaching progress only follow the content of their own lectures rather than the degree of students' understanding. Secondly, the practical characteristics of Tourism Economics require strengthening the construction of "double-teacher" teachers to improve the theoretical knowledge and practical skills of tourism courses. However, at present, universities pay more attention to the guidance role and projects in the promotion of titles, but not enough attention to teachers' practical ability and lectures, which leads to teachers' lack of experience in practical teaching, focusing on the explanation and teaching of basic theories and contents in theoretical teaching, neglecting practical teaching and classroom teaching methods, and seldom involving special lectures, case discussions, hot spots, simulation of extracurricular roles and extracurricular practice. The teaching methods rarely involve lectures, case discussions, hot topics, simulation of extracurricular roles and extracurricular practice, etc. to enhance interaction, communication and feedback with students.

3. Initiatives of Teaching Reform of Tourism Economics

3.1. Adjustment of Teaching Content

According to the talent training program of tourism management in Zhanjiang Institute of Science and Technology, the training objectives are set to meet the needs of contemporary tourism development, with solid theoretical foundation of tourism management and systematic professional knowledge, international vision, innovation consciousness, practical operation ability of tourism industry and information technology application ability, to meet the high quality applied talents of tourism-related enterprises in the western region of Guangdong, Guangdong, Hong Kong, Macao and the Greater Bay Area and the Beibu Gulf city cluster. According to the above training objectives, the teaching objectives will be adjusted as follows. Firstly, the teaching materials will be recompiled, and with the rapid development of the economy and the continuous advancement of the tourism frontier, the senior talents of tourism from various universities can jointly compile the teaching materials of Tourism Economics in line with the social development, forming a synchronous update of the teaching materials. Second, integrate the knowledge system, adjust the teaching content, clarify the teaching focus, consolidate the theoretical foundation, reform the existing teaching content of theoretical knowledge is heavy and too little application of the situation, to avoid the content of this course and the previous sequence of basic tourism courses overlap too much, no longer simply deepen

the difficulty of tourism economic theory, but aims to deepen the students' understanding of the mathematical knowledge already mastered in the application of "Tourism Economics". To adapt to the needs of teaching.

3.2. Reform of Teaching Methods

The traditional textbook of Tourism Economics puts tourism supply and demand at the core, with four major parts: the emergence and development of tourism economy, tourism market and its supply and demand, management and decision making of tourism economy, and prospect of tourism economy development as a framework to clarify the main lines of tourism market structure, tourism consumer supply and demand, tourism economic efficiency, and tourism market failure, so that learning can form a basic framework of tourism economy in the mind. Therefore, the teaching of each module, firstly, explains the classic economics literature to help students understand the application of optimization problems in economics, and the high-level economics research results are the best examples for students to understand the paradigm of economics research, not only to improve students' taste in economics, but also to promote students' ability to study the literature; secondly, explains the "required mathematical Secondly, we will explain the "required mathematical foundations", which will lay a good foundation for the teaching of "Tourism Economics" modeling, and help students with weak mathematical foundation to learn some mathematical and scientific knowledge, and also increase the challenge for students with good mathematical foundation; thirdly, we will explain the application of tourism problems in economics, some of the tourism economic models are not easy for students to understand, and the part of applying the models to real problems and optimizing the problems It should take up half of the whole teaching content, highlighting the teaching difficulties and key points of this course with greater weight, and guiding students to pay high attention to the application of optimization problems in economics in their daily study.

3.3. Highlight the Role of Practical Teaching

Practical teaching is an important part of tourism economy teaching and a major platform to test students' educational knowledge and the flexible application of relevant theories. Practical teaching of tourism economy can be carried out both on-campus and off-campus. In on-campus practical teaching, teachers can guide students' scientific research training by arranging thematic scientific research tasks to cultivate their ability to identify, analyze and solve problems, and encourage students to extend their learning to the subsequent innovation and entrepreneurship projects of college students and summer social practice to deepen the understanding of theoretical knowledge and stimulate research enthusiasm at the same time. In terms of off-campus practice, Zhanjiang Institute of Science and Technology can strengthen the establishment of good relations with local famous travel agencies and tourist attractions, and strive for the construction of industry-academia-research bases, which is conducive to strengthening the in-depth cooperation between schools and enterprises and facilitating teachers to implement teaching practice sessions. For example, students will go to different types of scenic spots in groups to carry out tourist satisfaction survey activities to understand the basic characteristics of visiting tourists and tourists' satisfaction with tourist attractions, tourist services and tourist attraction fares; secondly, to understand the current situation of local travel agency operations, the characteristics of tourist products, the competition situation and future prospects; finally, to analyze the development of tourist products in different scenic spots from multiple perspectives, the development of internal and external markets, the Finally, the relationship between tourism consumer demand and tourism product supply as well as consumption effects, etc., and put forward practical suggestions for improvement based on the theory and knowledge learned in this course.

3.4. Flexible Choice of Teaching Methods

The traditional one-way teaching method obviously cannot achieve the teaching objectives of applied undergraduate institutions. In the practice of classroom teaching taught, the following experiences were concluded after reflection: First, diverse teaching methods are adopted. Teachers can combine a variety of teaching methods according to the different contents of the lecture, and appropriately add discussion sessions to deepen students' understanding of the content. Through in-depth and specific discussions between teachers and students, many complex problems that are difficult to understand or solve can be analyzed in depth, and the collision of ideas among students often has a more profound and lasting impact. Second, interactive teaching methods are used. Interactive teaching adds to the vitality of the classroom and contributes to a deeper level of communication between students and faculty. For example, the final performance assessment has been reformed. As a mandatory professional course, the traditional final assessment of Tourism Economics is divided into 30% classroom assessment and 70% final assessment; after the reform, the assessment can be based on the usual classroom performance, homework completion and final examination, in which the usual grade accounts for 40% of the total score, the usual homework accounts for 20% and the final examination accounts for 40%, which stimulates students to take the initiative to communicate with teachers to conduct in-depth and lasting communication. Thirdly, it is reasonable to use cases, add some hot perspectives in the course appropriately, choose some common phenomena in tourism economic life, announce the topics in advance, set some interesting questions to guide students' thinking, expand students' thinking, cultivate students' research ability and improve their overall quality. Secondly, it can also be integrated into the discussion and explanation of special cases. Students can closely connect the theories in the course with real-life tourism phenomena, which will lay a good foundation for students to think and deal with practical problems from an economic perspective when they enter the society and work in tourism in the future. Fourthly, training dual-teacher teachers in applied undergraduate institutions and building a "dual-teacher" faculty play an important role in improving teaching effectiveness and talent training quality. We should strengthen the cooperation of practice platform, send the teachers to the government or enterprises for temporary training to deepen their understanding of tourism industry, and take various measures to actively cultivate "double-teacher" teachers.

4. Conclusion

The effectiveness of the teaching reform should be measured by the teaching effect of teachers and the learning effect of students, specifically the feedback of daily teaching and the final results of students. After the implementation of the teaching reform of Tourism Economics course, the following three effects were achieved: First, the students' academic performance tended to be normally distributed, while the final exam results of students in the past were "U" shaped, with scores concentrated in the high and low bands and few in the middle, forming a polarization, indicating that there were more repetitive contents in the traditional lectures, and there was a significant difference between students with good and poor foundation in mathematics. The students with good and poor foundation have obvious differences in the course, and the students with good foundation have better mastery of economic models, while the students with poor foundation have difficulty in mastering them. Secondly, students' enthusiasm to participate in the second classroom activities has been greatly increased, and the number of students participating in the elite challenge and the national red tourism competition has been increasing year by year, and after continuous intensive training, students have achieved good results in the competition. The interactive learning in particular has been widely praised by students, who are also very satisfied with the practical part of the course,

which improves students' interest in learning, promotes their professional development, and achieves the purpose of improving the teaching effect.

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