

Exploration and Analysis on the Cultivation of Professional Consciousness of Students Majoring in Tourism Management in Higher Vocational Colleges

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Abstract : In recent years, higher vocational tourism management talents training reform has made certain achievements, but the teaching management, curriculum, teaching staff construction still exist some problems. To some extent, it leads to the lack of students' professional consciousness and affects students' career choice and development. Therefore, it is urgent to explore some effective ways to improve the training mode of tourism professionals in higher vocational colleges. Based on this, this paper attempts to analyze the current situation of vocational awareness training of students majoring in Tourism Management in higher vocational colleges, and puts forward some strategies for reference.

Keywords : Higher Vocational Colleges; Tourism Management; Professional Consciousness; Exploration and Analysis

1. Introduction

Professional consciousness refers to people's understanding, intention and attitude towards their occupation. It is the general name of various professional elements such as professional quality and professional ethics. For students majoring in tourism management, professional consciousness is the professional quality that tourism practitioners need to have, such as teamwork consciousness, service consciousness and so on. In the training of tourism management professionals, strengthening the cultivation of students' professional consciousness plays a very important role in their effective adaptation and competence for professional work in the future.

2. Professional awareness training status of tourism management major students

Higher vocational education is different from ordinary undergraduate education, and its teaching goal is to cultivate professional and technical talents to meet the needs of the industry post. For the tourism management major, it cultivates the technical and skilled management talents oriented to the tourism industry. The basic requirement is that the talents should have strong tourism professional consciousness and service ability, and it is particularly crucial to do the service work well. At present, some tourism management majors in higher vocational colleges still follow the "academic" talent training mode due to the influence of traditional teaching ideas, methods and means, resulting in a gap between students majoring in tourism management and talent demand standards of social vocational posts. Specifically reflected in: Students have strong professional theoretical knowledge, but little practical experience, not correct working attitude, nor strong sense of responsibility, poor sense of service, lack of professional emotion, values, lack of cooperation spirit and so on. For the majority of students majoring in tourism management who have just graduated and entered their posts, they often need to engage in grassroots service work when they first enter the industry. However, due to their lack of professional awareness, a comprehensive understanding of their own positions, and a lack of identity in the tourism service industry, students have a mismatch between their career ideal and real work, resulting in a big psychological gap, even lose interest and confidence in the tourism service work, and finally have to transfer to other industries. This is also one of the reasons for the frequent loss of tourism management professionals.

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3. The cultivation strategy of professional consciousness for students majoring in tourism management

3.1 A comprehensive professional training concept should be set up to stimulate students' interest in professional learning

According to the relevant survey, when freshmen enter the university, there is some confusion and ambiguity about the professional awareness needed by the tourism industry. Although some students have some understanding of the professional awareness, it is one-sided, and the understanding is not very comprehensive and in-depth. In this regard, it is necessary to strengthen professional awareness training for students majoring in tourism management after enrollment to help them establish correct vocational values and professional learning concepts. In the professional entrance education for freshmen, a reasonable set of professional probation teaching content of about two weeks, the implementation of targeted professional awareness education for freshmen. At the same time, some senior professionals or senior managers in the tourism industry will be employed to introduce the industry development trend, professional knowledge construction, vocational ability improvement and career development planning, so as to arouse students' enthusiasm and interest in learning this major. In the theoretical teaching of professional courses and professional skill training, we should use emotional cognition and role experience to strengthen the concept of students' professional consciousness. It is necessary for students to correctly and deeply understand what is "service", in order to enhance their professional identity and establish correct values, which is the premise for the cultivation of students' professional consciousness and the key for students to better study professional courses. Emotional cognition is the thinking and concept of consciously and actively doing a good job in tourism service. It must come from students' hearts and be reflected in students' behavior and work activities. Role experience is the practice of service work such as simulation training, so that students can understand the learning content in advance, feel the environment, and realize the integration of theory and practice, so as to enhance their professional awareness and improve their practical ability.

3.2 Constructing a scientific and systematic curriculum system to cultivate students' professional quality and ability in an all-round way

From the current situation of curriculum reform, modular curriculum design can highlight the new knowledge and skills of the industry, so as to meet the diversified professional learning needs of students. Curriculum setting in higher vocational colleges is the key to the implementation of professional teaching. For tourism management major, curriculum setting should grasp the actual situation of talent demand in the tourism industry, effectively decompose the post ability in the tourism industry, and focus on strengthening the cultivation of vocational awareness and practical operation ability of students. In this regard, the course can be designed into the following modules: One is the common basic module, through which students can learn knowledge, in order to correct their own attitude towards life and values; The second is the vocational foundation module, through which students can learn effectively, they can have a preliminary understanding and understanding of the basic theoretical knowledge system of their major, and lay a foundation for the cultivation of professional quality. The third is the professional skills module, through this module training, students can effectively master the professional skills required by the tourism occupation; The fourth is the career development module, which serves the career growth of students. Through effective design courses, the school in the usual teaching work and teaching time, each module can effectively ensure the professional course, and play their respective advantages, so as to improve the curriculum design of timelines sand pertinence, ensure the effect of tourism management teaching, and fully promote students professional quality and practice ability.

3.3 Strengthening the construction of tourism management teachers and improving the effect of talent training

The smooth development of tourism management teaching is inseparable from the professional teaching staff, and the teaching quality of teachers is related to the teaching effect of the whole professional course. Therefore, it is very important for higher vocational colleges to strengthen the construction of tourism management professional teachers. At present, it is an important direction to increase the construction of "double-qualified" teaching staff in higher vocational colleges, especially for the tourism management major with strong practicality. On the one hand, higher vocational colleges should improve the teachers recruitment threshold, on the other hand, increase the intensity of the existing professional class teachers' training education on a regular basis, or organize teachers to practice in companies, so as to make them more in-depth understanding of tourism business development model, understand the enterprise requirements of each position, and enrich their knowledge reserves and practice ability. It can

constantly improve their management awareness and education level, and better provide teaching, education and guidance for professional students. In addition, higher vocational colleges can also invite well-known professionals and outstanding graduates from outside the school to organize regular learning exchanges to introduce and explore the professional qualities of staff in the tourism industry. For example, we invited well-known tour guides and famous teachers who have been working as tour guides for many years to give lectures on the knowledge of the tourism industry, and let them teach students as the main lecturer of “simulated tour guides”, so as to enhance students’ interest and confidence in professional learning.

3.4 Strengthening practical teaching and experience the simulation working environment

In addition to mastering basic professional theoretical knowledge, students also need to have practical ability to cultivate their professional quality. Through practical teaching, students can apply the theoretical knowledge they have mastered and improve their professional awareness and quality in the process of practice. Of course, in practical teaching, the cultivation of professional quality cannot be realized in just a few classes. It is necessary to follow the learning characteristics and laws of students majoring in tourism management, connect theoretical teaching and time training, and implement them simultaneously, organically combining and interacting with internal and external training bases, so that students can personally experience a strong professional atmosphere, and strengthen their professional awareness. In addition, schools and teachers should support and encourage students to participate in social and industrial practical activities. In the activities, they should more systematically understand and understand the connotation, requirements and significance of tourism services, so as to establish correct service ideas and improve their service awareness and skill level.

4. Conclusion

In short, to cultivate the professional quality of students majoring in tourism management, especially to establish a strong professional consciousness, it is not achieved overnight. It is a systematic and complex process, which needs to be explored and practiced constantly. Relevant personnel in higher vocational colleges should establish a comprehensive concept of professional training, mobilize students’ interest in learning, and build a scientific and perfect curriculum system for tourism management. We should also strengthen the construction of teachers in tourism management, pay attention to practical teaching and experience the simulation working environment, so as to achieve the professional teaching objectives, promote the formation of good professional quality and consciousness of students majoring in tourism management.

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