

Application of task driven teaching method in Tourism Marketing Teaching

Yi Cui

Shandong College of Tourism and Hospitality, Jinan Shandong 250200

Abstract: with the continuous development of Internet technology, the channels for consumers to accept information are constantly enriched, which makes the information accessibility between buyers and sellers more and more high. In this context, tourism enterprises began to use marketing means to plan and carry out marketing activities to improve the popularity and sales of tourism projects and products, which prompted tourism enterprises to strengthen the demand for tourism marketing talents. As a place to deliver excellent tourism marketing professionals to the society, higher vocational colleges should pay attention to strengthening the construction of tourism marketing related courses, reasonably set talent training objectives and reform teaching methods in combination with the market demand information for relevant talents. Task driven teaching method is a student-centered teaching method, which can effectively improve the teaching practice and teaching effect. Based on this, this paper analyzes the application strategy of task driven teaching method in the teaching of tourism marketing major, in order to provide reference for educators.

Key words: task driven teaching method; Tourism marketing; Teaching reform; Application Research

Introduction: under the background of the continuous development of market economy, the demand for high-quality technical talents with comprehensive professional ability is gradually increasing. In this regard, higher vocational colleges should pay attention to adapting to market changes, vigorously promote the development of vocational education, and reasonably adjust the talent training objectives, so as to cultivate excellent tourism market professionals who can master the professional knowledge and practical skills of tourism marketing, and have good professional ethics and innovative thinking. As a new teaching method, task driven method focuses on guiding students to complete the assigned tasks according to the requirements, mastering the professional knowledge and operating skills in the task in the process of practice, and effectively cultivating students' self-study ability and cooperation ability. The application of task driven teaching method in the teaching of tourism marketing is conducive to improving the teaching effect, enriching students' learning methods, and helping students more comprehensively master professional knowledge and practical skills.

1. The importance of task driven teaching method in Tourism Marketing Teaching

1.1 Help teachers and students change their roles

The application of task driven teaching method in the teaching of tourism marketing course is conducive to promoting the transformation of the roles of teachers and students, and making students the center of the classroom. In task driven teaching, teachers return the classroom to students, let students freely arrange learning activities according to the requirements of the task, and sort out the ideas in their minds into a more systematic plan through self grouping, active thinking and active exploration, so as to promote the effective combination of knowledge and new practice, and effectively stimulate students' learning enthusiasm, Urge students to rebuild their own knowledge system. Traditional teaching is mainly teacher centered, which can not effectively mobilize the enthusiasm of students. Task driven teaching can change the roles of teachers and students, make teachers become the guides and regulators of student activities, and enable students to actively enter the task situation, analyze and complete the task with other members of the group. In this process, teachers should strengthen the answers and guidance to students, Promote the smooth progress of task activities.

1.2 Conducive to enhancing students' interest in learning

The task driven teaching method can create a teaching situation close to students' life reality and students' interest characteristics for students, and take the task as the main line, so that students can understand the course knowledge from the perspective of life and their own interest, master more professional skills of tourism marketing, and make the teaching process more flexible, so as to effectively stimulate students' learning enthusiasm. For students, this teaching method is more flexible, more suitable for their own preferences, more willing to spend time continuing to browse tourism marketing related materials, and more willing to participate in tourism marketing task activities, which helps to implement the learning task. In classroom teaching, teachers should carry out the task closely related to life throughout teaching, so as to effectively stimulate students' learning enthusiasm and promote students' participation in the course. Students gradually complete the teaching task through practice, deeply participate in the teaching activities, and obtain more opportunities to show themselves through the display of achievements and participation in comments, so as to effectively stimulate students' participation in the course. Task driven teaching can drive the interaction between teachers and students, students and students, and make students more willing to participate in it, so as to effectively enhance the teaching effect of tourism marketing course.

1.3 Help to improve students' knowledge and skills

Task driven teaching method can effectively improve students' knowledge and skills, and enhance students' learning effect. In the process of practical application, teachers simulate the real tourism marketing environment for students, so that students can immerse themselves in it, complete the course tasks through independent thinking and cooperation with others, deepen the understanding of professional knowledge in this process, and constantly master tourism marketing skills, which is helpful to improve students' Autonomous Learning ability, cultivate students' innovative consciousness and professional quality. In this process, middle school students can combine the difficulty of the task and the complexity of the learning content, freely choose the learning method, and complete the learning task through autonomous learning and group cooperation. After the group work together, the teacher and other group students will comment, so as to help students identify their own shortcomings, and then can combine the evaluation information of others, Constantly adjust self-learning methods, improve learning effects, and exercise self-learning ability and problem-solving ability.

2. Application strategy of task driven teaching method in Tourism Marketing Teaching

2.1 Strengthen the analysis of teaching situation and do a good job of pre class preparation

Under the task driven teaching mode, teachers should pay attention to the reasonable analysis of teaching situation and design the overall teaching ideas, so as to promote students to participate in learning according to their own interests, so that students can effectively exercise their ability to solve practical problems and summarize and reflect in the process of completing project tasks. First of all, set the basic idea of teaching. Teachers should combine the actual teaching situation, refine the curriculum knowledge framework and ability requirements, and promote each knowledge and skill to correspond to the corresponding specific task. Each task needs to set clear knowledge and ability goals, so as to promote students to obtain the corresponding ability in participating in task activities. For group activities, different groups have unique ideas and methods to solve the same problem. Task driven teaching can make students feel the fun of exploration and thinking in different paths. Secondly, solve the teaching dilemma. In order to solve the dilemma of traditional teaching, teachers should set up targeted methods, such as setting up diversified combination mechanism and elimination mechanism according to students' interests, so as to avoid students' fishing in troubled waters; Regularly organize and carry out experience sharing meetings to enable students to correctly view the success or failure of the task and further sublimate the value of task teaching; Set up a collective decision-making and individual opinion balance mechanism to provide a display platform for students' thinking innovation; Strengthen the summary and display of task-based teaching experience, promote the sharing of innovative ideas, and effectively improve the effect of task-based teaching. The task-based teaching method focuses on cultivating students' cooperative spirit and innovative ability. Teachers should pay attention to summing up teaching deficiencies and effectively enhance students' comprehensive ability. Finally, strengthen the support of teaching resources. Higher vocational colleges should pay attention to the training of teachers, tap the resources of teaching materials and teaching aids, improve the construction of practice base, and provide more resource support for students' task learning. For example, the school should strengthen the construction of practice base, introduce more high-quality off campus resources through cooperation with enterprises, and promote the formation of a virtuous circle of talent cultivation; Strengthen the supervision of teaching security to ensure that all departments can effectively implement resource support and service work, so as to provide security for education and teaching.

2.2 Implement the teaching in class and enrich the teaching organization form

In the process of implementing task-based teaching, teachers should set task items according to students' interests and actual life, so as to link up new knowledge and promote students to master basic knowledge and skills through task activities. Take the task of "tourism product marketing channel" as an example. First, work in groups. Teachers should reasonably divide work according to students' learning level to ensure that the overall level of each group is balanced. Members of the group are assigned subtasks according to task requirements, and each member of the group is responsible for different subtasks to ensure that members of the group have the opportunity to show themselves and exercise their abilities. Secondly, import the task content. Teachers can combine the character content with real life, create corresponding problem situations for students, and let students better complete the task in the working environment close to tourism marketing. With the increasing popularity of the Internet, traditional promotion methods have been unable to attract the attention of consumers, and the tourism market is no exception. Guide students to analyze tourism product marketing channel strategies from the perspective of the younger generation, and let students use different product marketing channels to choose appropriate strategies. Facing this task requirement, team members should clearly analyze the task direction, and communicate with teachers at any time according to the task requirements. Thirdly, organize and arrange the plan. Each team member sets the basic ideas according to the task requirements, formulates the corresponding project schedule, assigns relevant tasks to the members, gradually optimizes the scheme through group discussion, and organizes the members to carry out specific implementation. During this process, teachers can provide corresponding guidance and support, encourage students to make bold innovations and attempts, timely check the progress of the group and the implementation of sub tasks, timely supervise the progress of the group, and ensure the smooth implementation of group activities. Finally, the results of the group are displayed and shared. After completing the task, the team needs to show the results and select the corresponding reporting method according

to different task types. The teacher organizes other groups to evaluate the display group, and guides the group members to conduct self-evaluation after the group report is completed.

2.3 Refine the evaluation content of the team and track the task effect

First, in the evaluation process, teachers can set up students' self-evaluation, group mutual evaluation and teachers' comments. Among them, team members need to summarize their performance and participation in the task, find out their weak parts in tourism marketing knowledge in time, so as to consolidate their knowledge and improve their learning methods in the practice of subsequent tasks. Each team member should see the highlights and shortcomings of other members, objectively evaluate their comprehensive performance, pay attention to recognizing the efforts of others, and lay a good foundation for follow-up task activities. Teachers should reasonably grasp the evaluation weight, not only to evaluate the innovation and operability of the task scheme, but also to evaluate the participation enthusiasm and teamwork of individual students, so as to evaluate the performance of the group in a more objective and comprehensive way, and provide effective guidance for the follow-up activities of the group. For example, according to the task plan of tourism product marketing channel, most students are from the perspective of consumers, thinking about tourism issues from the perspective of consumers, and cannot objectively view the overall situation of the tourism market. In order to avoid the subsequent subjective consciousness problems, teachers can guide students to analyze marketing channels from the aspects of consumer preferences, consumption ability, etc. From the perspective of enterprise management, design products that meet the consumption ability and demand of the younger generation. After the teacher's comments, the group can adjust the task plan more pertinently, correctly recognize the value of different marketing channels for promoting tourism business, enable students to correctly select tourism product portfolio in combination with the mainstream market, and further enhance students' marketing design ability. Secondly, in the effect tracking, teachers should pay attention to the implementation of students' follow-up tasks, observe whether students can think about tourism marketing from a more comprehensive perspective, and understand the mainstream consumer market at a more in-depth level, so as to strengthen the guidance of students' tourism marketing ideas, and promote students' knowledge mastery and learning interest to get better exercise. In addition, teachers should strengthen after-school reflection, reflect on whether the teaching task design is reasonable and effective according to students' mastery of knowledge and skills, and constantly adjust the teaching plan in the reflection, so as to improve the teaching level.

Concluding remarks

To sum up, task driven teaching method is a process that focuses on practical tasks, organizes students to participate in practice, applies relevant knowledge and skills, and urges students to form solutions and schemes and implement and improve them. It can effectively reform the problem of disconnection between theory and practice in traditional teaching, and exercise students' autonomous learning ability and practical ability. The application of task driven teaching method in the teaching of tourism marketing course is conducive to improving students' ability to understand and solve practical problems, promoting students' awareness and ability of autonomous learning, and then realizing the teaching objectives. In this regard, higher vocational teachers should pay attention to exploring task driven teaching practice strategies, combining with the actual learning situation, scientifically set up teaching cases and task projects, guide students from learning into autonomous learning and cooperative learning, effectively improve students' comprehensive quality, and promote students' all-round development.

References:

- [1] Juan Meng Exploration and practice of "tourism marketing" course construction under the background of first-class course construction [j]Contemporary tourism, 2021,19 (22): 88-92+97
- [2] Zhongdi Liao Research on the ideological and political reform of Tourism Management Courses -- Taking "tourism marketing" as an example [j] Heilongjiang Education (higher education research and evaluation), 2020 (12): 29-31
- [3] Xiangyi Dai, Xin Zhang, Wenhui Tu, Qiong Tao On the knowledge system of tourism marketing textbooks in China -- Based on the perspective of content analysis [j]Journal of Capital Normal University (NATURAL SCIENCE EDITION).2020.02.014
- [4] Lili Xia Research on the teaching reform of tourism marketing in Applied Undergraduate Colleges [j]Modern marketing (Business Edition), 2020 (03): 216-217
- [5] Kun Su Research on tourism management practice curriculum system based on the cultivation of innovation and entrepreneurship ability -- Taking Tourism Marketing as an example [j]Modern commerce and trade industry, 2020,41 (02): 178-179
- [6] Yuechuan Che the riverAnalysis of the effective application of PBL teaching method in the teaching reform of tourism marketing [j]Contemporary tourism (golf travel), 2018 (07): 192-193
- [7] Ping Yao, Yongchang Yao Research on the marketing curriculum reform of tourism major in Higher Vocational Colleges Based on the working process [j] Contemporary tourism, 2021,19 (08): 70-72
- [8] Li Tian ,Tingting Xi, Yi Yang Knowledge mapping analysis of tourism marketing research literature -- Based on the papers published in CSSCI journals

from 2013 to 2015 [j]Resource development and market, 2017,33 (04): 498-502

[9] Wei Li, Jie Yang Exploration and practice of classroom teaching of tourism marketing practice course -- Application of "activation participation" teaching method [j]Journal of Hebei Tourism Vocational College, 2015,20 (04): 56-58 + 63

[10] Xiaoming Liu Research on the path and innovation of improving the teaching effect of Tourism Course in Higher Vocational Colleges -- Taking Tourism Marketing as an example [j]Research on vocational education, 2012 (03): 39-41

[11] Yan Jiang Development and construction of excellent resource sharing course based on school enterprise cooperation -- Taking "tourism marketing" course as an example [j]Science and education guide (the last ten days' issue).2015.12.068

[12] Zhen Peng, Yuanqing li Curriculum reform of tourism major in Higher Vocational Colleges Based on professional ability training -- Taking "tourism marketing" course as an example [j]Higher agricultural education.2014.09.066

[13] sShibing Zhang On the teaching reform of tourism marketing guided by practical skills [j]Journal of Zunyi Normal University, 2012,14 (01): 117-120

[14] Wenxiao Xu Project based teaching design and practice of higher vocational professional core courses based on school enterprise cooperation -- Taking Tourism Marketing as an example [j]Examination weekly, 2018 (82): 38

[15] Hong Wang Analysis of undergraduate bilingual teaching of "tourism marketing" under the background of "MOOC" -- Taking the innovation of student participation mode as the leading [j]New curriculum research (zhongxunjian), 2016 (06): 25-26