Construction and Practice of Practical Training for Tourism Majors in Higher Vocational Colleges under the Background of Intelligent Tourism—Taking Chengdu Polytechnic as an Example

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Abstract. Based on the new requirement of the development of tourism industry on talent cultivation under the background of intelligent tourism, this paper upgrades the teaching conditions of professional training and constructs a training teaching system combining virtual with reality of virtual simulation + simulated training + enterprise post around the training mode of "intelligent tourism + cultural creativity." According to the arrangement of the teaching content, the new era of higher vocational tourism talents' professional post ability training will run through the whole process of personnel training and improve the quality of personnel training through three forms of training: basic skills training in school, virtual simulation training in school and productive practice in enterprise.

The Intelligent Tourism and Vocational Education of Modern Tourism

Overview of Intelligent Tourism

Intelligent tourism is a new format of tourism formed by the integration of modern information technology and tourism industry. It is also the development and upgrading of tourism information technology. Specifically, intelligent tourism is the application of Internet of Things, cloud computing, next generation of communication network, high-performance information processing, intelligent data mining in tourism experience, industrial development, administrative management and other aspects, so that physical resources and information resources of tourism can get highly systematic integration, in-depth development and activation. It also serves the new form of tourism for the future, such as the public, enterprises and government. Intelligent tourism is based on integrated communication and information technology, centered on the interactive experience of tourists, guaranteed by unified industry information management, and featured by stimulating industrial innovation and promoting the upgrading of industrial structure.

The Relationship between Intelligent Tourism and Development of Modern Tourism

With the improvement of people's living standards and the information technology, China's tourism industry shows a trend of popularization, individualization, internationalization and modernization. Facing the increasingly bigger and more tourism products, the higher demand level and the more intense market competition, we must rely on the power of modern science and technology, adopt a joint service mode with low-cost and high-efficiency, and use the network and information technology to connect the various elements involved in tourism if we want to strengthen the tourism industry and make it develop rapidly and healthily, so as to provide intelligent tourism services for tourists; provide intelligent management methods for the department; provide more efficient marketing platform and a broad market for tourism enterprises. Therefore, intelligent tourism has become an important force in the transformation and upgrading of the whole industry.

Outstanding Problems in the Cultivation of Tourism Talents in the Development of New Tourism Formats

Tourism talents are those who have higher abilities and qualities in tourism human resources, have certain professional knowledge and special skills, can carry out creative work, provide high-quality
services, and make certain contributions to the development of tourism. Tourism talents are the most important resources to promote the development of tourism in China.

With the development of tourism in China entering the transitional period and the continuous expansion of tourism market, the problems in the construction of tourism talents are becoming increasingly prominent. Among them, the unbalanced structure, the overall low quality of the practitioners that is not suitable for the new products, formats and technologies of the rapid development of tourism, the lack of confidence of tourism practitioners, declining industry recognition, increasing job burnout and other factors have become one of the bottlenecks of China’s transition from a big tourist country to a powerful one.

Accelerate the Development of Modern Tourism Vocational Education

Tourism education is an important way to promote the industrial development. The “Thirteenth Five-Year” Tourism Development Plan, the “Thirteenth Five-Year” National Tourism Informatization Plan, and the “Thirteenth Five-Year” Tourism Talents Development Plan clearly list “speeding up the development of modern tourism vocational education” as the main task of tourism personnel training. Through the construction of modern tourism vocational education system, vocational colleges should be guided to adapt to the “Internet +” and “tourism +”, optimize the professional structure, improve the curriculum system, establish teaching standards, innovate practice training mode and improve the quality of personnel training to provide talents and intellectual support for the realization of the goal of “Thirteenth Five-Year” tourism development and the establishment of a large tourism country. Based on serving for the modernization of industry and the construction of regional economy, tourism higher vocational colleges need to constantly improve self-orientation, innovate personnel training mode, optimize practical teaching conditions to train and send high-quality and high-tech talents for the rapid development of tourism in accordance with the new formats and market demand of tourism.

Under the background of accelerating the development of tourism vocational education in China, Chengdu Polytechnic aims at training and delivering high-quality talents for the development of local tourism, keeps up with the new formats, new technologies and new requirements of tourism industry, accurately positions the training objectives and specifications of tourism professionals in the new era, optimizes the training mode of talents, reconstructs the curriculum system and explores the teaching system of talent training matching with the new positioning.

Orientation of Tourism Professionals Training in Chengdu Polytechnic

The tourism major of Chengdu Polytechnic consists of seven specialties, belonging to three major categories. The first is hotel management, tourism management, tour guide, exhibition planning and management, scenic spot development and management, tourism; The second is air crew, transportation (air transportation); The third is cultural creativity and planning, culture and arts (cultural services). According to the characteristics of the college, the development of various majors and the cultivation of talents revolve around the tourism industry, including the cultivation of talents in tourism, travel-related air transport service, and travel-related cultural creativity. Under the background of “big tourism”, each major has its own characteristics with mutual support, resource sharing and integration development.

On the basis of the projects in backbone higher vocational colleges and the construction achievements of personnel training and teaching reform projects, the tourism major further considers serving the national strategy of “innovation-driven” in new era, takes root in the “culture in land of abundance “ and conforms to the international standards and the inherent requirements of the development and reform of the tourism industry, and devotes itself to the cultivation of highly skilled and innovative applied talents adapting to new tourism formats and internationalized and intelligent tourism industry with feature of cultural creativity. According to this new development orientation, it optimizes the personnel training program, constructs the characteristic personnel training mode of “intelligent tourism + cultural creativity”, explores the construction of practical teaching mode to adapt to it, and upgrades the practical teaching conditions.
The Basic Situation of Practical Training Teaching in Tourism Major

After years of exploration and development, the practical teaching of tourism major in higher vocational colleges generally consists of two parts: in-school teaching practice and post practice after graduation. Chengdu Polytechnic has followed this mode in the construction of training conditions for tourism majors. A number of in-school training rooms with professional teaching knowledge and special skills have been built through effective planning, functional design and more than ten years of development, forming considerable teaching resources with relatively complete functions, which can meet the training requirements of the integration of theory and practice. 32 out-of-school training bases have been built through school-enterprise cooperation mainly for post practice after graduation to receive some students in need of social practice. Graduation post practice is usually a productive training process before going into society to make up for the lack of connection with the real post. This kind of method that combine teaching and training in school with graduation post practice embodies the characteristics of rapidity and efficiency in resolving knowledge understanding, breaking through special skills training and working ability training of traditional tourism service posts and can meet the basic requirements of traditional tourism posts for personnel.

The Contradiction between the Original Practice Teaching and the New Orientation for Talent Training

The new orientation of tourism talents cultivation in higher vocational education with the characteristics of “intelligent tourism + cultural creativity” and the great extension of tourism talents'coverage in types of work, posts and industrial chains put forward higher requirements about professional, cross-border ability, information processing, information technology application and creative ability for talents cultivation. The original mode of “teaching and training in school + graduation post practice” adapted to the training of talents in traditional tourism posts can not meet the new needs from the aspects of contents, items, resources, methods and posts. This is mainly reflected in:

1. The existing training resources (software and hardware) focus on the traditional tourism service, management and marketing, which is not suitable for the practical needs of the training of tourism talents in the intelligent tourism environment.

2. The foundation of training teaching resources construction is unstable, in which the limited amount of training resources and the narrow coverage can not meet the needs of training teaching of modern tourism talents.

3. In view of the lack of training projects, resources and platforms for students' innovative ability and information literacy cultivation, softwares such as analog to digital situational teaching resources and informatization ability training are scarce.

4. The existing training rooms, training projects and resources are unsystematic without effective integration, and can't give full play to their benefits.

5. There are obvious margins between the professional training rooms, and each of them is in its own position without obvious characteristics, good utilization rate and excellent professional synergy.

6. The exploitation and utilization of resources in the cooperative enterprises, the channels of practical training, and the communication between teachers and students are insufficient.

Build a Training Teaching System that Combining the False and Truth with Virtual Reality + Simulation Training + Post Practice in Enterprise

Based on the analysis of the contradiction between the original training teaching and the training of tourism talents in modern higher vocational colleges, construct the training teaching system that combining the false and truth with virtual reality + simulation training + post practice in enterprise to cultivate high skilled talents with professional basic skills and standards, creative design ability, familiarity to the application of modern information technology and professional ability for intelligent tourism.
Based on the Training of Basic Abilities, Optimize the Links of “Simulation Training”, Construct the Teaching and Training Conditions of Integrating Theory with Practice, and Consolidate the Basic Skills

The cultivation of talents with “intelligent tourism + cultural creativity” must grasp solid professional skills. The professional skills are the basic skills needed in the cultivation of vocational education talents at all levels. The first step to optimize is to carefully comb the original function of training room and its role in personnel training, merge and upgrade the original ones according to the new training objectives and specifications, simplify and transform them for further perfection of their function, create “simulated training rooms” with various professional characteristics, meeting the professional teaching cognition and special skills. Construct the practice environment of professional theory cognition and special skills training, consolidate the basic professional skills, and master the post standards and specification in enterprise skillfully. Upgrade and reserve 15 basic skills training rooms, such as catering service, guest room service, reception, accounting service of travel agency, tour guide explanation, etc., to meet the needs of students of all majors in professional theoretical cognition and basic post skills training, and consolidate the professional skills through teaching and practical training.

Focus on the Training of Professional Development Ability, Construct the “Virtual Simulation Training” Center, as well as the Informationized and Open Training Platform to Cultivate the Innovative and Creative Ability

The regional differences in tourism resources, the diversity of tourism activities, the limited experience of teachers and students in tourism resources, products and activities... These are the problems of professional competence training for the whole industry chain that can not be solved by the investment in the construction of training rooms in colleges and universities, and are the restrictive factors in the training of tourism talents.

On the basis of extensive investigation and study, virtual simulation technology is adopted to construct information-based training room, and modern communication technology, network technology, virtual reality, VR, AR and other technologies are integrated to build an information-based and open virtual training environment to solve the problems of traditional training, simulation training in school and productive training, such as diversity, richness, irreversibility, waste of resources, lack of creative design materials, to broaden the extent of training, and to improve the level of practical teaching.

1. Comb out the goal, task and function of virtual simulation training room, and do a good job of top-level design according to the ability requirement of talent cultivation.
2. Develop virtual simulation teaching training system through school and enterprise cooperation. The virtual teaching and training environment and situation are constructed according to the process and working environment of tourism activities.
3. Develop training teaching projects, resources and materials by schools and enterprises cooperation according to the function design of the training system.
4. Develop management platform for virtual simulation training teaching;
5. Reform the practical teaching mode based on the “virtual residential training center”.

In the past few years, 25 teaching and training systems have been developed and constructed through the cooperation of schools and enterprises, such as the planet virtual simulation teaching system of the hotel, the virtual roaming system of international hotels, the design of theme catering, the standard training system of tour guides, the training system of intelligent tourism, the guiding system of intelligent scenic spots, and the training system of tourism safety. Through the construction of virtual production scenes and training projects, the immersion and experiential learning environment is constructed, and abundant digital teaching resources are matched, thus bringing the construction of training projects and project-based training teaching into a virtuous circle. Practice has proved that the virtual simulation training center can make up for the shortcomings of simulation training, break through the shortage of training items and teaching resources in the traditional training system and the bottlenecks such as regions, conditions and
funds, create an open environment for cultivating innovative and creative abilities, and make study without time limitation, which is conducive to the reform and innovation of personnel training.

**Strengthen the Study of “Post Practice in Enterprises” Based on the Training of Post-oriented Ability, Cultivate Vocational Ability and Meet the Needs of Modern Tourism Post.**

Production practice is an important way to cultivate students' vocational ability. Based on the practice teaching system of “virtual simulation + simulation training + post practice in enterprise”, the important role of production practice or practice project in the process of personnel training is emphasized. In the process of constructing the new practical training teaching system, according to the requirements of professional personnel training objectives and specifications, based on the vocational ability training and development of the post, the teaching organization mode of “two classes alternating, four inputs and outputs” is adopted to prolong the practice time and widen the channel of students to “enterprise post”. The level of “post practice in enterprise” of each stage is divided according to the law of teaching cognition. Setting up “enterprise post practice "to make it run through the entire personnel training process, change the previous single “employment post practice” to cognition, teaching, training, practice of “enterprise post practice”. Realize the alternation of “work” and “study” and the organic link between professional learning and real vocational environment training, strengthen the productive practice of the real post in the enterprise, and improve the quality of personnel training and post adaptability through the alternation between school and enterprise classrooms and the transformation of enterprise project to classroom teaching. The specific measures are as follows:

1. Implement the teaching organization mode of “two classes alternating, four inputs and outputs” to integrate talent cultivation into “enterprise production”. Use the ability requirements of real post and enterprise culture atmosphere to train the comprehensive vocational ability to meet the needs of post step by step. Four levels of ability promotion modules are set up according to the law of professional ability growth in the three-year talent training cycle to train students' professional cognitive ability, grass-roots post ability, management ability, employment and innovation and entrepreneurship ability. In the first, the third, the fourth and the sixth semester, students are arranged to carry out the practical training of industry cognition (one week), basic post ability teaching (one semester), management post and creative ability training (one month) and post practice after graduation (six months), forming a echelon of vocational ability cultivation.

2. Transform the real project and the production practice case into the teaching and practice project, and establish the enterprise training project database. On the basis of completing the integrated teaching of theory and practice in school, organize weekly thematic practice training combining with the situation of courses. Use enterprise training resources to carry out specific or comprehensive ability training, cultivating students' ability to comprehensively use the professional skills learned to solve production problems, training project organization and management ability.

3. Organize students to take advantage of their spare time, winter and summer vacation to practice in enterprises, and set up management system to ensure the effect of practice. Since grade 2017, the course of “Professional Ethics and Comprehensive Quality Cultivation of Tourism” has been offered to all tourism majors in our college. The content of this course is composed of several quality cultivation modules. It aims to make students self-consciously cultivate, standardize their behavior, enhance their quality and professional consciousness, actively participate in practice and integrate into industry development, thus cultivating high-quality tourism talents with exquisite skills that meet the needs of industrial development. The social practice module stipulates that each student shall fulfill the social practice tasks of tourism enterprises with more than 80 school hours according to the training objectives of core professional competence during the three years, and they can get the course credit only after the assessment.

4. Set up a teaching team of innovation and entrepreneurship jointly participated by teachers and students, start-up companies to undertake projects and business projects from enterprise. Participate in real production design, commodity research and development, product development, etc. under
the guidance of teachers to enhance the ability of teachers and students to serve the industry, technology research and development and social service.

Conclusions

Based on the analysis of the contradiction between the supply and demand of tourism industry and the cultivation of talents in higher vocational colleges under the background of intelligent tourism, Chengdu Polytechnic starts from the cultivation of tourism talents' core professional competence to solve the problem that the original training teaching cannot meet the needs of talent demand in the new tourism formats by constructing the teaching system combining virtual and reality of virtual simulation + simulation training + post practice in enterprise. Practical teaching can not meet the needs of talents in the new tourism format, thus improving the quality of personnel training and serving the needs of industrial development. Through years of exploration and practice, the characteristic talent training with “intelligent tourism + cultural creativity” of ”unary perforation and three dimensional alternation” and the teaching mode of “two classes alternating, four inputs and outputs” have been gradually formed. The training of basic professional knowledge and skills have been realized through the integration of theory and practice in the school training room. The outstanding problems in the tourism industry chain can be solved through the virtual simulation training, such as the teaching function that cannot be finished in simulation training and post practice, the reduction of training resources consumption, and the cultivation of students' creative design ability. By means of production training on the post, completion of enterprise projects, and special week training, the simulation training and virtual training results are applied to the actual post work to solve practical production problems, and the production practice elements are permeated through the whole process of personnel training, focusing on the cultivation of innovative and creative abilities. The three training methods are complementary to build up an overpass of professional ability cultivation which will play a proper role in training vocational ability.

References