

## Research on the Promotion of Tourism Culture to Tourism Education

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**Abstract:** Tourism education is an important driving force for the improvement of the tourism disciplines and the sustainable development of tourism. In recent years, the issue of tourism education has received extensive attention from the government, tourism academics and industry. Today, "Tourism Education" has become one of the most active branches of the tourism discipline and a hot research area. After the reform and opening up, China's tourism education has developed rapidly with the development of tourism. Now it has formed a multi-channel, multi-level and multi-level tourism education pattern, playing a major role in the development of tourism talent resources. However, after China's accession to the WTO, the tourism market will be fully open, and the tourism industry will face more intense market competition. The focus of competition is the competition for tourism talents, and the competition for tourism talents is actually a test for tourism education.

### 1. Introduction

Although China's tourism training and education work started late, it has developed rapidly. According to statistics, in 2001, the number of colleges and universities in China and the number of students in school were 5.3 times and 7 times respectively in 1990. However, the current supply and demand relationship in the tourism talent market is not reasonable. Some shortage of professional talents, such as senior tour guides, tourism planning talents, tourism market talents, exhibition tourism talents, tourism commodity development talents, holiday and business tourism development talents, tourism theory research talents. And the education and training of teachers is far from meeting the needs of the rapid development of tourism. At present, various types of tourism colleges in China can transport about 150,000 graduates each year to the tourism industry. They are basically concentrated in a few majors such as tourism management, hotel management, hotel services and tour guides. Moreover, the more outstanding graduates of tourism colleges, the less likely they are to work in the tourism industry after graduation, and the loss rate of graduates engaged in tourism work is as high as 20% to 70% in a few years.

For a long time, China's tourism education has been affected by the "test-oriented education". A large number of tourism colleges still follow the traditional education model. "Taking classroom teaching as the center, teachers as the center, and knowledge instilling as the center", students are in school. The main study is more abstract knowledge. The gap between the theory and practice is large, the potential of students is not developed, and the talents cultivated are ultimately inherited talents with defects in creativity and pioneering consciousness. This situation has directly affected the improvement of teaching quality and the realization of training objectives, which in turn will affect the healthy development of tourism education, affecting the competitiveness of the tourism industry, and thus unable to cope with the influx of foreign tourism enterprises after joining the WTO as the intense competition. The internationalization of tourism education can enable tourism education in a country or region to actively absorb the successful experience of tourism education in other parts of the world, actively participate in the reform and development of international tourism education, and integrate itself into diversified tourism education, the diversity of tourism education. Therefore, the internationalization of tourism education is characterized by inclusiveness, nationality, relevance and openness. The localization of tourism education requires that all schools must develop their own characteristics from the specific reality of their own country or locality while developing tourism

education. While following the common logic of tourism education development, we strive to find a unique path of our own development.

## **2. The Proposed Methodology**

### **2.1 Tourism Education.**

Tourism education is a comprehensive and complex social and cultural activity with a wide range of topics. At present, in the study of texts, there are more than ten kinds of related tourism education with the words “education” or “training”, such as tourist education, tourism environmental education, tourism ethics education, agricultural tourism education, and rural tourism talents. Training, the tourism teacher training, corporate staff training, and guided tour training as in-depth study, we can find that these forms of education are related to tourism phenomena in terms of educators, educatees, educational content, and educational environment. Some educational elements are even the elements of tourism activities. For example, the education object of “visitor education” is the main body of tourism activities, while the education object of “guide training” is the practitioners of tourism industry. In order to facilitate the unified study of these rich and diverse forms of education, this article refers to them collectively as “tourism education”.

According to the concept system of education, tourism education can be defined accordingly: In a broad sense, tourism education is all educational activities related to tourism activities for the purpose of influencing people's physical and mental development. In a narrow sense, tourism education refers only to school tourism education, that is, according to the development needs of tourism, according to the law of the physical and mental development of the educated, the purpose, planning and organization of the school education through the school education to the tourism theory, practice Training in a variety of relevant knowledge such as competence and professional ethics, in order to cultivate them into talents with certain theoretical knowledge, research ability and practical ability. Relevant phenomena and things arising from tourism education activities, such as tourism education research, tourism teaching, tourism education system, and tourism education methods, are collectively referred to as “tourism education events”.

IQ and emotional intelligence are indispensable factors for the growth and development of talents. Modern psychology research has found that among the many factors that determine a person's success, IQ only plays 20%, and Emotional Intelligence plays 60-80%. Therefore, tourism education IQ and Emotional Intelligence are the main contents of education. However, many local tourism education is now unbalanced in this respect. Emphasis on IQ education, ethics education emphasizes the cultivation of knowledge learning ability of tourism education objects, but does not pay enough attention to the cultivation of emotional intelligence (the ability to adjust and control individual emotions). The place is not even taken seriously. In fact, because tourism is a labor-intensive service industry, its employees work mainly in dealing with people, so in a sense, emotional intelligence is more important than IQ, because in many cases interpersonal communication, mentality and emotional control are the key to doing a good job. Therefore, in addition to the cultivation of knowledge education ability, tourism education is more important to train and train the educational subjects in interpersonal relationship skills, emotional control skills, and adjustment of positive attitudes, to tap the potential of educational objects, and to improve their overall quality. Promote their long-term progress and the long-term development of tourism.

### **2.2 The Status Quo and Problems of Tourism Education in China.**

With the continuous expansion of the educational scale of tourism colleges and the diversification of the demand for talent market, the hierarchical structure of education has gradually become more reasonable. There are now four levels of graduate, undergraduate, specialist (including higher vocational) and secondary vocational education. Among the 1152 tourism institutions counted in 2001, 33 were graduate students in tourism, accounting for 2.8% of the total; 95 colleges and universities offering undergraduate education in tourism management accounted for 8.2%. There were 216 institutions for tourism-related professional education, accounting for 18.7%, and 841

schools (including technical secondary schools, vocational high schools and technical schools) for tourism secondary vocational education, accounting for 73%. The high, medium and low levels of education form a pyramidal structure from small to large.

Due to the rapid development of tourism, the construction of tourism colleges and tourism departments that have sprung up everywhere in China has not been generated on the basis of reasonable planning and prudent feasibility studies. How many factors are there to survive, change, and follow suit? Therefore, the target orientation is not so clear, so that the teaching plan and curriculum are poorly targeted. Because of the phenomenon of setting up classes, the cultivated talents are difficult to adapt to the requirements of the relevant positions in the tourism industry in terms of knowledge structure and capacity structure. Many colleges and universities have closed their doors to run schools, and have few contacts with industry management departments and tourism enterprises. This has made the theoreticalization of undergraduate education, undergraduate education of specialized education, and general education of vocational education more prominent in the education of tourism colleges. The actual disconnection of the industry is serious, and there is a certain gap with the requirements of the employer.

With the increasing role and role of China's tourism industry in national economy and social development, the adjustment of the national industrial structure and the sharp increase in the demand for tourism talents, the development trend of tourism colleges has emerged, but it has not yet formed like Switzerland. The Lausanne School of Management has a distinctive school-running institution with distinctive school-running characteristics and a school-running model.

### **2.3 Strategies for the Development of Tourism Education.**

First of all, we must establish the concept of open education. The tourism industry is an open industry, and tourism education should be an open education. The departments and schools around the school should be open to each other in terms of curriculum, teachers and books, research results, etc., with complementary advantages and resource sharing. For the tourism profession with weak teachers and unsound disciplines, this is a mutually beneficial and win-win situation. Tourism institutions should go out of school, provincial and even national gates with an open attitude, strengthen exchanges and cooperation with international and domestic tourism education institutions and tourism enterprises, and share resources to jointly promote the development of tourism education. Second, we must establish the concept of a big education. Tourism institutions should strive for the support of the education administrative department, the tourism administrative department and the tourism (hotel) association. On the one hand, they actively participate in various trainings, examinations, competitions, competitions and other activities of the industry and associations, keeping pace with the industry and even ahead. On the other hand, actively build an overpass that combines tourism higher education, vocational education, adult education, and continuing education to carry out tourism education in a diversified and multi-level manner. Finally, we must establish the concept of quality education.

### **2.4 The Promotion of Tourism Culture.**

The diversified development of the tourism industry determines the diversity of tourism education. This diversity is mainly reflected in the following four aspects: First, socialization, tourism education and education in all aspects of society are mutually integrated and mutually infiltrated; Second, internationalization, tourism developed countries transport relevant projects to developing countries through various channels. It is both subsidized and profitable; the third is multi-polarization, that is, taking a certain point (country, region or city) as the center, and carrying out tourism education to the surrounding radiation; Fourth, specialization, division of work by international tourism education. From the perspective of different countries, with their own advantages, they will form some unique educational projects, such as hotel talent education in Switzerland, education for exhibition tourism in Germany, education for resort management in Spain, and education for talents in French museums. .

Starting from the sustainable strategic level of tourism, we will study the development plan of tourism education, clearly define the layout of outlets, the scale of running schools, the investment in education, the requirements for school buildings and teaching equipment, etc., and adjust, consolidate and enrich the various tourism education units. And improve, that is, (1) adjust the institutions, the merger of the merger, the withdrawal of the withdrawal, form a reasonable network layout; (2) Consolidate the institutions that should be retained and developed, and consolidate the achievements; (3) increase Investing, focusing on manpower, material resources and financial resources to enrich several key tourism institutions, let them pay attention to school-enterprise cooperation, inter-school cooperation, industry-university cooperation and international cooperation, take the road of group and brand development, and strive to establish a number of China "Cornell" and "Lausanne"; (4) Improve the teaching equipment and faculty level that should be retained and developed, and realize the "four modernizations" in scientific management, that is, "standardization of professional settings, standardization of teaching plans, institutionalization of teacher training, Scientific evaluation of professional evaluation, etc. Through these measures, the formation and development of tourism education will be guaranteed, and tourism education will be developed to "intensive".

In the 21st century, tourism education should transcend China's traditional fixed rigid model with classroom teaching as the center, go out of pure college-style closed education, pay attention to the unity of basic education and practical education, and emphasize the important position of practical education in tourism professional education. In the process of education, the system practice is strengthened. Through practice, students are basically mastered the management system, operational procedures, organization, command, coordination, system management and leadership art of tourism enterprises and institutions, laying a good foundation for graduates to enter social work smoothly. Tourism is a comprehensive system engineering, which has its own operating rules, and has higher requirements for the industry's talented people and unique industrial development characteristics. In order to better meet the needs of the realities and the future development of China's tourism industry, from the perspective of talent types, the modern tourism talent groups urgently needed to be cultivated are comprehensive modern tourism talent groups, development-oriented modern tourism talent groups and managed modern tourism talents. Group. Therefore, tourism education should be based on the concept of modern tourism talents, identify their own talent market positioning in the market for tourism talent demand, and establish clear training objectives. At the same time, it is necessary to open up the differences in the training levels of secondary vocational education, tertiary education, undergraduate education, and postgraduate education. At each level of training, each institution should focus on each other and strive to develop the characteristics of the school. After China's accession to the WTO, the number of foreign business guests, holiday guests, tourists, and explorers entering China has increased significantly, which will cause some tourism market segments to expand, and even some emerging markets.

### **3. Conclusion**

The fundamental factor in tourism competition and development is talent, and tourism education is the talent project of tourism. While attaching importance to tourism and building a strong tourism country, we must pay attention to the development of tourism education. Through the improvement of the comprehensive strength of tourism education and the ability to improve the intellectual support and talent reserve of the tourism industry, we can truly enhance the international competitiveness of China's tourism industry.

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