

An Analysis on Teaching Reform of Tourism Psychology

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Abstract: The goal of tourism education in Chinese undergraduate course is to develop the student with ability of the application, the skill and meet the demand of the post for the administration of tourism. The tourism psychology took the core role of tourism specialty, whose educational model, the content, the teaching method, the way of examination and so on. Therefore, we should view the vocational ability upon the central idea, enhancing the dynamics of educational reform, increasing the teaching efficiency.

Key words: Tourism psychology; the education of undergraduate; Teaching reform

1. Introduction

The goal of tourism education in Chinese undergraduate course is to develop the student with ability of the application, the skill and meet the demand of the post for the administration of tourism. This kind of talented persons not only must be equipped with high ability, but have the synthesizing capacity which some big enterprises needs. Their theory must be sufficient, the actual operation must be quick, the compatibility strives to excel, and they can go along with the changing situation, and meet the new post require very quickly. They can be the backbone in the process of production, while be the expert in the process of management.

2. The Actuality and Improvement on the Teaching of Tourism Psychology

The different educational goal request trained talented person with the different knowledge and different ability structure, whose knowledge and structure mainly come from classroom instruction. The undergraduate course in tourism education mainly is to develop the administrative ability which is required in various posts in the guesthouse or the hotel. As the undergraduate special theory course, the content, the method and the examination and so on, must lend themselves to the accomplishment of educational goal which our country undergraduate course requires. Strengthening the reform dynamics, renewing the teaching idea, setting the post ability as the central idea can adapt the traveling enterprise to talented person's demand. Under the instruction of this new idea, the author has made the following reform and attempt to reform the tourism psychology teaching. The course content and the teaching way are the key point of the educational reform. Before the reform, as the influence of a result of the traditional discipline standard teaching thought, the systematic characteristic, the integrity characteristic and theory characteristic were emphasized specially in this discipline teaching, and theory knowledge instruction and content depth and breadth were prominent. For example, In the chapter of "individual and management", some content can be comprehensively explained in the teaching to the student: what is the ability; the type of ability; the factors influencing ability; ability structure theory and so on. And it may be said attends to every detail. The practice proved that, these contents and the system will not be able to adapt the student

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future to be engaged in the required post ability; they will understand the theory only. None of utilization, none of utilization in the tourism psychology theory which studied to solve in traveling practice to write, took the knowledge instruction but to neglect the ability development. After the reform tourism psychology teaching, we can persist the selective content and the determination needed by the post ability knowledge structure objective request. Sufficient is the principle, which is sufficient then, and gives dual attention to the stamina which the student develops, has carried on the conformity to the theoretical teaching content.

The content without the practical value referred to the specialized post ability to develop infinite greatly has been revised the merged. For example, in the chapter of “the drive and the management”, which talks about in the original course content to about “the drive theory” (Douglas M·Mcgregor’s X theory and Y theory, Motivation-hygiene theory, Expectancy theory, The hierarchy of human needs theory) and so on, the content should be deleted completely. The emphases are the drive; the function of drive; Drive psychological principle and drive way and so on and develop specialized ability correlation content. Moreover, as the chapter of the mentioned earlier “the ability and the management”, which is in the teaching about ability type, influenced ability content and so on factor only which makes the brief introduction, but to ability structural, the theory had been deleted completely.

The knowledge and the skill must be mastered for the professional post, for whom should be explained, analysis deeply and thoroughly to students, which causes the student to achieve profoundly comprehends, comprehensively grasps. Take the precedent chapter of “the ability and the management” as the example. How mainly explains any in this chapter to the student is the ability as well as acts according to the staff ability the individual difference, grasps the staff ability the characteristic, the quantity only then uses, which enables the human then to be suitable its duty. At the same time, enlarging in the teaching process to unite the theory and the practice, the theory application and the practice case teaching proportion. For example, when the content of “talking about to the visitor strives for the respect the psychology” is taught, we should enumerate this kind of case to the student: A day early morning, stays at an inn the foreign guest gets up and do morning exercise. When he goes downstairs from the elevator, in front of the elevator he receives initiative warmly to extend immediately to this guest between waiters: “Good morning, sir”, the visitor very happily replied: “Good morning, young lady”. When he goes through the great hall, he receives also the same regards “Good morning, sir”. After he takes a walk back, entering into the great hall and the entrance of the elevator, the service person still politely said, “Good morning, gentleman”, the visitor smiles and nods, returning the room, but, again and again the visitor goes in and out the guesthouse to still hear: “Good morning, sir” or “good afternoon, sir” in the morning many times, the visitor is too tired to listen the greeting and be fed up with the greeting. Under the context I lead the schoolmates launch the discussion on this case.

Question: “Why did each waiter see this visitors with all enthusiasm each time, and send best regards to him, but he is actually disgruntled?” The result of the discussion between schoolmates had found visitor’s disgruntled reason. By analyzing this case, the students should realize the good service is to remembers visitor’s name as soon as possible, and then to call the visitor’s surname frequently and accurately. In addition, the waiter should use different greetings separately according to the different time, the different situation, for which is the respected feeling obviously. Through the theory explanation and the case analysis, the discussion demonstrates that it is helpful for the students to understand the theory, and can apply when needed.

3. The Innovation on Teaching Fashion of Tourism Psychology

The teaching of tourism psychology is confined to the traditional educational teaching model which the teacher is the center and in the dominant position before the teaching reform. What the students study and pay attention to is what the teacher teach, which is the style of the emphasized the teaching instead of studying. Influenced by the force-feed teaching method, the teacher completes his teaching process his mouth, a book, a piece of chalk. While when the class is over, the teacher works himself to dead, the student is tired of study, which undertakes a thankless task. After the reform of tourism psychology teaching, we should take the student as the center of teaching, in which the student is the protagonist, while the teacher is the supporting role. Furthermore, we should pay attention to extremely fully arousing and displaying the student's enthusiasm and the initiative.

There were two problems in the inspection and the appraisal of tourism psychology before the teaching reform. Firstly, the mark of terminal examinations is the standard of whether the student is good at tourism psychology or not. Its result is that students set a high value on the mark. They usually do not study, while work hard all the day before the terminal examination. At last, most of the students pass the terminal examination because 60 is no problem. After the terminal examination is over, the students forget all the knowledge in the textbooks .Secondly, the teachers pay great attention to the theory knowledge excessively the examination, and neglect using theory in practice. The inspection of elementary knowledge accounts for 80%, while using the theory in practice only accounts for 20%. Obviously, the ways and means of evaluation is unsuitable for the undergraduate course to educate overall person.

To solve the above two problems, we should take below countermeasures. Firstly, arrange all the factors such as the discussion, the time, the terminal examinations scientifically, which accounts for the certain proportion respectively. The discussion that aims at examining whether the student understanding theory knowledge or not and whether the student can use the theory in practice according the situation or not accounts for 30%, The middle and the terminal examinations account for 70%. Secondly, opening-book and closed-book examinations should be used in the middle and the terminal examinations. Opening way is allowed in examining whether the student can use the theory in practice or not, while closed way examining whether the student have grasped the elementary knowledge. The fraction of the two methods, account for 40% and 60% respectively.

4. Conclusions

Obviously, the teaching of tourism psychology which is emphasized on the practice is different from that of other disciplines. In addition, to meet the practical characteristic of tourism psychology, teaching reform must break through the confine of tradition educational model and realize the innovation of teaching for national higher education. Thus we could develop the ability of student and improve their ability, reaching the educational goal finally.

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