

# The Practical Application of Project Teaching Method in the Course of "Tourism Regulations" in Higher Vocational Colleges

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**ABSTRACT.** *"Tourism Regulations" is a compulsory course for tourism management majors and a compulsory subject for the National Tour Guide Qualification Examination. Project teaching method is a kind of teaching method which is different from project course. Through the concrete application of project teaching method, the combination of knowledge imparting and ability training can make the course of "Tourism Regulations" achieve good teaching effect.*

**KEYWORDS:** *Higher vocational education; Project teaching method; Tourism laws and regulations; Curriculum reform*

## **1. Introduction**

Higher vocational education emphasizes school-enterprise cooperation and the combination of work and learning. To achieve this training mode, curriculum reform has always been the core issue. In recent years, the proposal and practice of project curriculum theory has attracted much attention, and has also been actively promoted and applied. However, there are some particularities in the practical application of some courses, which must be adjusted properly in order to achieve the corresponding results.

## **2. Project Teaching Method and Project Course**

Project teaching method is different from project course. Project curriculum refers to a course in the whole project curriculum system. The development of

project curriculum is a very complex project, which can not be separated from the organization, support of the education department and the guidance of curriculum experts. The whole process requires not only the participation of enterprise experts, curriculum experts, education experts and backbone teachers, but also the strong support of education managers and financial funds. Every link from design to implementation is closely related to the industry on which it relies, and the organization and implementation of the curriculum depends entirely on the promotion of the project. It is difficult and complex to design, and requires high time and space to complete. As far as the actual situation of some colleges and universities is concerned, the development of project courses still needs some time. Project-based teaching method is more flexible and simple than project-based teaching method. It mainly adopts the common means of project-based teaching for some teaching contents of a certain course, that is, to strengthen the relevance between course contents and related work by arranging students to complete certain tasks, to integrate theory and practice, and to improve the efficiency of students' vocational ability training. Because it is only one of many teaching methods, it is more flexible and flexible to use. Every teacher can use it selectively according to his own teaching practice, so as to improve the teaching effect<sup>[1]</sup>.

### **3. Difficulties in the Course of "Tourism Regulations"**

The teaching content of the course "Tourism Regulations" mainly includes three parts: first, basic knowledge of law (including tourism legal relations); second, regulations and systems of tourism industry management (mainly including regulations and systems of travel agency management, guides management, Hotel management, tourism resource management and tourism complaint management); and third, close relationship with tourism industry. Secret general legal knowledge (specifically: contract law, consumer rights and interests protection law, insurance law, traffic and transportation management regulations, safety management regulations, food safety law, entry and exit management regulations, etc.). These teaching contents involve not only strong knowledge of legal theory, but also professional knowledge of many different industries. They not only require the knowledge and ability of the lecturer, but also make it difficult for the students of higher vocational colleges to learn. In the actual teaching process, due to the high

degree of theorization, complex concepts, numerous legal systems and ABSTRACT content of the course itself, the course of "Tourism Regulations" is boring, tedious and difficult for students; for teachers, theoretical elaboration is far greater than practical application, with heavy tasks, tense class hours, and it is difficult to teach. Therefore, it is particularly urgent to reform the teaching methods of the course "Tourism Regulations" to enhance students' learning enthusiasm and improve the efficiency of students' vocational ability training. Therefore, the reform of the overall teaching design of the course "Tourism Regulations" has become the most direct and fundamental measure to change students' learning attitude, enhance students' interest in learning and achieve the teaching objectives<sup>[2]</sup>.

#### **4. The particularity of Trade Law Courses**

"Tourism Regulations" is different from the general law courses, it belongs to the industry law courses. Industry laws and regulations courses, also known as "technical laws and regulations" courses, refer to the courses in non-legal majors in Colleges and universities, which are closely related to the direction of professional employment or professional post groups, with legal norms and technical norms as the main content. In our country, the courses of industry laws and regulations in non-legal higher vocational colleges are in a very embarrassing position at present: specialty setting is not a key core course; subject research is a marginal area of academia. The content of the course covers a wide range of areas, strong policy, difficult technical specifications, and fast updating of laws and regulations. Compared with other professional courses, the problems encountered in teaching are: low status of courses; confused content system, single teaching thinking and single practice mode. Therefore, some scholars call for "intensifying the study of Vocational and technical regulations and standards, offering technical regulations courses related to this kind of Vocational and technical education, so as to raise students' awareness of laws and regulations in the field of knowledge and technology and their ability to implement technical standards to their due height". Based on this consideration, we introduced project teaching method into the teaching of "Tourism Regulations" course<sup>[3]</sup>.

Compared with other professional courses, the relevance of industry regulation courses is quite different: the relevance between general professional courses and

related industries is corresponding and close, that is, a course corresponds to a specific post or specific task. The corresponding relationship of industry laws and regulations has the characteristics of generality (comprehensiveness), presupposition and non-selectivity. (1) The content of industry laws and regulations is very wide. They are often directed at the industry behavior or technical standards of the whole industry or department, rather than specific regulations for specific posts or specific tasks. They have the characteristics of universality and comprehensiveness of the industry, so the industry correspondence relationship is broad. (2) The content of industry regulations is not specific and operable professional technology, but the code of conduct or technical standards that must be complied with in the application of technology. Industry laws and regulations are established norms. They are not allowed to be innovated or abused at will until they have been amended by statutory organs and procedures, so they are presupposed. (3) The enforcement of industry regulations is mandatory by the state (department or industry). It is not optional to allow the subject to make subjective choices<sup>[4]</sup>.

The above characteristics make the course of "Tourism Regulations" have its own particularity when adopting project teaching method. The main manifestations are as follows: (1) The whole course can not be run through a complete work process in a certain industry, and it must be selected through targeted analysis of the different work nature of different industries or departments. (2) Because of its comprehensive and universal nature, the common laws closely related to tourism industry can hardly make students truly understand their legal purport through only one or two small projects, and may even lead to one-sidedness in their application. (3) Certain basic legal knowledge and legal principles are indispensable cornerstones for students to correctly grasp and apply industry laws and regulations<sup>[5]</sup>.

### **5. The Application of Project Teaching Method in the Course of "Tourism Regulations"**

Teaching methods and contents complement each other. The teaching method is to acquire knowledge. It should be designed according to the teaching content. The teaching content related to the cultivation of students' comprehensive quality can not be completely cancelled in order to cater to the project teaching. Therefore, it is not

practical to adopt the complete project curriculum in "Tourism Regulations" because some contents must be comprehensively elaborated by teachers in order to understand its essence. When we use the project teaching method in the teaching of "tourism laws and regulations", we choose the project teaching method as the main method, which is compatible with other teaching methods. In this paper, the specific application of project teaching method in the course of "Tourism Regulations" is discussed. Course design should not be divorced from reality. The course of "Tourism Regulations" is very comprehensive. It includes the normative documents that are applicable to each industry related to tourism and the normative documents that are universally applicable to all these industries. Therefore, we can't use the method of post responsibility reversal to decompose and determine the course items like other professional courses. Therefore, we adopt a project-based teaching method based on the relevance of curriculum content and the logic of professional behavior. We hope that the project-based teaching method can achieve as much as possible through this main line, that is, "the content of the project covers all the main competence and knowledge points of the curriculum as possible, without major omissions"<sup>[6]</sup>.

The main line is: the establishment of travel agencies - the operation of travel agencies - the development of tourism activities - the solution of tourism problems. The corresponding teaching content of the main line is: travel agency management laws and regulations - Travel agency, tour guide management laws and regulations - hotel management laws and regulations, traffic management laws and regulations, tourism resource management laws and regulations, insurance laws, safety production laws - tourism dispute management laws and regulations. And contract law and consumer rights protection law may be more or less involved in every link of this main line. The project (task) is to create a travel agency in writing, to simulate business, to recruit tour guides, to take group trips, and to solve the problems encountered<sup>[7]</sup>. The corresponding relationship between each item, knowledge imparting and ability training in the actual teaching process is shown in Table 1. The items listed in Table 1 are only the first-level items, in which all the other items except item 1 can be designed according to the abilities of teachers and students, training conditions and relevant information.

*Table 1 The corresponding relationship between each item, knowledge imparting*

*and ability training in the actual teaching process*

Projects	Imparting knowledge	Training ability	Regulations on Industry Management	Common law
The Establishment of Travel Agency	Basic conditions for the establishment of travel agencies; procedures for the establishment of travel agencies; documents submitted by each procedure	Entrepreneurial Ideal; Target Selection; Project Planning; Legal Consultation; Policy Mastery; Project Implementation	Travel Agency Regulations; Implementation Rules of Travel Agency Regulations; Management Method of Travel Agency Quality Guarantee Access	Contract law
Operation of Travel Agencies	Travel agency business license system; Travel agency quality guarantee system; Establishment and management of branch offices of travel agencies; Establishment of foreign-funded travel agencies	Enterprise Planning; Project Planning; Legal Consultation; Policy Mastery; Project Implementation	Regulations of Travel Agencies; Rules for the Implementation of Travel Agencies Regulations; Measures for the Administration of Quality Guarantee Deposit and Access of Travel Agencies	Contract Law; Insurance Law
Recruitment of tour guides	Tourist guide qualification examination system; Tourist guide certificate system; Tourist guide annual review system; Tourist guide score	Enterprise Planning; Career Planning; Career Ideal; Project Planning; Legal Consultation; Policy Mastery; Project	Regulations on Travel Agencies; Regulations on the Management of Tourist Guide Personnel; Measures for the Implementation of	Contract law

	management system; Tourist guide's rights and obligations	Implementation	Tourist Guide Personnel Management	
Group tour	Signing of Travel Contract; Selection of Tourist Spots; Selection of Travel Traffic; Arrangement of Travel Accommodation; Travel Shopping and Entertainment	Organization, communication, coordination, cooperation and expression; professional ideal and ethics; project planning; legal consultation; policy mastery; project implementation	Regulations on Tourist Guide Management; Regulations on Tourism Resources Management; Regulations on Tourism Traffic Management; Regulations on Hotel Management; Regulations on Entertainment Management	Contract Law; Consumer Rights Protection Law; Insurance Law; Safety Production Law; Food Safety Law
Resolution of tourism disputes	Dispute settlement of contract; Dispute settlement of scenic spots; Dispute settlement of traffic; Dispute settlement of accommodation; Dispute settlement of shopping and entertainment	Organization, communication, coordination, cooperation and expression; professional ideal and ethics; project planning; legal consultation; policy mastery; project implementation	Tourist Complaints Processing Measures; Tourism Resources Management Regulations; Tourism Traffic Management Regulations; Hotel Management Regulations	Contract Law; Consumer Rights Protection Law; Insurance Law; Safety Law; Food Safety Law

### 6. Effectiveness and Disadvantage of Project Teaching Method

Through the implementation of project teaching method, the course of "Tourism Regulations" has achieved good teaching results, which are embodied in the

following aspects: (1) knowledge imparting and ability training are closely integrated. This is the most important and core achievement in the application of project teaching method. In the past, the emphasis of teaching was on teachers' explanation and imparting, in order to enable students to acquire more professional legal knowledge. Now the focus is on students' participation and understanding. The purpose is to enable students to discover and raise problems through participating in projects, and then learn to solve problems. This is the process of knowledge imparting and ability training, which ultimately makes students' professional ability trained and improved. (2) Students' interest in learning has been improved. As mentioned above, dull, boring and difficult learning is the general feeling of students about the course of "Tourism Regulations". The application of project teaching method makes students change from passive audiences to active participants. In the process of completing the project, we not only grasp knowledge, but also learn how to acquire knowledge, and our interest in learning has been greatly improved. (3) Students' individual abilities are embodied and their potentials are stimulated. Because the project teaching method is carried out by group teaching, the implementation of each project requires the joint efforts of team members to complete. From the beginning of project planning to the consultation and mastery of laws and policies, from the formulation of project plans to the implementation of specific organizations, each link requires division of labor and cooperation with students. Each person's different abilities will be reflected in different links, and their potential is easily stimulated. While highlighting personality, it is often subject to the beneficial constraints of team honor.

Shortcomings: Compared with traditional teaching methods, the amount of knowledge imparted in the same teaching time is reduced; it can not guarantee that every student can be 100% involved and participate; although the interest in learning is increased, many students are keen on the project itself (form) while ignoring the mastery and improvement of knowledge and ability (content) in the process of participating in the project. These are the key and difficult problems to be studied and solved in the future<sup>[8]</sup>.

## **7. Project-based curriculum system**

Project teaching method is a teaching activity through the implementation of a



complete project. The purpose of teaching is to organically combine theory with practice in classroom teaching, fully tap students' creative potential, and improve students' comprehensive ability to solve practical problems. This kind of teaching method makes the teaching purpose more clear, the classroom more active, the interaction of teaching subjects strengthened, and the teaching effect more obvious. The author is engaged in the teaching work of Higher Vocational education. After a long period of teaching and Research on the course of Tourism Policy and Regulations, it is found that applying project teaching method to the course can better integrate the teaching resources of the course, highlight the main line of the course teaching, simplify the complicated and bulky teaching content, and make the teaching ideas clearer.

The textbook of this course is Tourism Policies and Regulations edited by Zhejiang Tourism Bureau, which is divided into fourteen chapters. After adopting project teaching method, the author divides the fourteen chapters into five items: first, national policy; second, basic knowledge of law; third, tourism laws and regulations; fourth, other tourism laws and regulations; fifth, tourism management laws and regulations of Zhejiang Province. The sub-tasks of the five projects are as follows: Task 1: theoretical system of socialism with Chinese characteristics; Task 2: basic national policies of our country; Task 3: Convention on Foreign Policy and Tourism Civilization; Task 2 (basic legal knowledge); Task 1: constitutional legal system; Task 2: civil legal system; Task 3: legal system of consumer protection; Item 3 (Tourism Laws and Regulations) includes: Task 1 - Travel Agency Regulations and Their Implementation Rules, Task 2 - Tourist Guide Personnel Regulations and Their Implementation Rules, Task 3 - Chinese Citizens' Administration Measures for Travel Abroad; Project 4 (Other Tourism Laws and Regulations) includes: Task 1 - Tourism Hotel Management Regulations and Regulations, Task 2 - Tourism Safety Management Regulations and Regulations, Task 3 - Tourist Exit Administration Making laws and regulations, Task 4 - Tourism Resource Management Laws and Regulations, Task 5 - Tourism Traffic Management Laws and Regulations; Project 5 (Zhejiang Tourism Management Laws and Regulations) includes: Task - Zhejiang Tourism Management Laws and Regulations.

## **8. Design and Innovation of Teaching Mode**

Higher vocational education embodies the goal of "employment-oriented, service-oriented" vocational education, which requires teaching content to meet the needs of social posts. Combining the position of this course in professional study and the demand of employment, the project-based teaching of this course embodies the following characteristics in the design of teaching mode:

### ***8.1 Outstanding teaching process***

The concept of "competency-based". In the project-based teaching of this course, each project and task has its clear knowledge goal and ability goal. Each unit pays attention to the teaching of classroom knowledge and the training of ability, and changes the traditional thinking of teacher-led and professor-centered into the direction of student-centered and ability development. Highlight the ability objectives, establish appropriate project tasks to train students' ability, enhance students' learning initiative, and enhance students' practical ability.

### ***8.2 Forming projects and establishing sub-tasks***

Form curriculum project-oriented, stimulate students' learning enthusiasm by project, change the rigorous chapter logic of the past "Tourism Policy and Regulations" curriculum, form current project tasks with prominent themes (fifteen sub-tasks of five major projects), enhance students' understanding of career, and make the Abstraction of theory become the specific job needs (such as tour guides). The role of teachers and students has changed from one-way communication to two-way communication. In fact, the learning process of project-based teaching is the process of solving problems and improving students' abilities step by step. It can directly reflect students' learning effect. Therefore, unlike traditional teaching mode, the evaluation of project-based teaching effect pays attention to process and stage feedback.

### ***8.3 Strengthen training sites***

In the past, the teaching place of this course was relatively single, mainly in the classroom. Under the premise of project-based teaching, it was required that the

classroom should be fully integrated with the training place, and the boundary between the classroom and the training place should be diluted. Each project embodied the ability training, which relied on our existing classroom, travel agency and tour guide training room, and off-campus practice base. For example, we have a practical link of "legal propaganda". Combining the "3.15" in the first half and the "12.4 National Legal Publicity Day" in the second half of the year, we carry out "legal publicity and training" in local communities and squares in groups. We will transform our legal theory knowledge into practical ability, apply what we have learned, and publicize and consult the legal knowledge for the general public. At the same time, we should actively develop this course with off-campus enterprises and experts to help the deep construction of this course.

### **9. Various teaching methods**

Taking project teaching as the main line, the course adopts teaching methods such as case analysis, group discussion and role playing, so as to give full play to students' initiative and improve learning effectiveness. The main points are as follows: 1) The group teaching method divides the students into 6-10 study groups, with special persons in charge. It combines classroom learning, case collection, and practical training to carry out targeted learning. 2) Case teaching. Full integration of the current travel agency business classic cases and hot cases. At the same time, the case is moved into the classroom, combining the theoretical knowledge of the course teaching with the actual cases to carry out teaching analysis, comparison and analysis, so that the case analysis method is vivid and vivid, has a strong sense of the times, and makes full use of existing resources to achieve the combination of classroom teaching and practice, so that students can get a profound understanding and understanding. 3) Scenario simulation teaching takes arousing students' enthusiasm as the core, taking simulated practice teaching as the main line, adopts in-school training rooms and off-campus training bases to simulate the activity scenes of industry jobs, collects classical cases and materials freely by students, melts and deduces the knowledge learned into professional connotation, and transforms it into students' ability to apply and practice in future jobs. 4) Project-oriented teaching design teaching projects, highlighting practicality and operability. In classroom application, the project is launched in the form of sub-tasks,

emphasizing the integration of teaching, learning and doing from simplicity to difficulty. In the process of project-oriented teaching, students' main participation is always highlighted, and students' abilities are enhanced through the comprehensive use of the above-mentioned groups, cases, scenario simulation and other methods.

### **10. Applying Modern Technological Methods**

This course uses multimedia technology in teaching. With the help of multimedia, network, travel agency and guide training room, tourism club and off-campus training base, in the course of class, the use of P P T and travel practitioners' work props can make the content intuitive and vivid, increase the capacity of lecture, and break through the traditional thinking of only theoretical logic, which is conducive to the construction of a new modern learning environment.

In the future, the implementation of project-based teaching method in this course should be more prominent in the following aspects: 1) Continue to explore a more reasonable project-based curriculum system, and establish the appropriate project tasks required by the times and posts. 2) Integrate the teaching staff to form a project curriculum development team. 3) Strengthen the construction of curriculum practice sites and realize the integration of classroom and training sites.

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