

The Application of Contextual Teaching Method in the Course of "Tourism Etiquette"

Liang Wei^a, Lv Chen^{b,*}, Yu Yongchang^c, Liu Peng^d

Taishan University, Shandong, Tai'an, 271000, China

^axiaosi-5210@163.com, ^blvchencd@163.com, ^cyyc6335@163.com, ^d58786758@qq.com

*Corresponding author

Abstract: The in-depth development of education reform makes more and more enterprises and units begin to seek comprehensive quality talents in line with the demand, and tourism etiquette course, as a professional course of tourism management, has an important significance in the application-oriented school education. The contextual teaching method can effectively improve students' ability to apply tourism etiquette, show the artistry of etiquette, enliven the classroom atmosphere, help students understand the textbook knowledge, and enrich their practical experience. This paper collects relevant materials from theory to practice, analyzes several ways to apply the situational teaching method in tourism etiquette classroom teaching, explores an effective way to suit the contextual teaching of tourism etiquette classroom, and improves the quality of tourism etiquette teaching.

Keywords: The contextual teaching method, tourism etiquette, basic theory

1. Introduction

The rapid development of tourism industry makes the traditional education and training mode of tourism profession has not adapted to the needs of tourism development and the cultivation of new tourism talents, while the traditional tourism education lacks the attraction of students' learning and learning efficiency, which is not conducive to the education of secondary school students focusing on practical skills. In 2015, the Ministry of Education, National Development and Reform Commission and Ministry of Finance issued guiding opinions on leading some local general undergraduate colleges and universities to transform into application-oriented, and pointing out that as economic development enters a new normal, the relationship between talent supply and demand changes profoundly. Moreover, due to the profound adjustment of economic structure, accelerated pace of industrial upgrading, continuous promotion of social and cultural construction especially the implementation of innovation-driven development strategy, the structural contradictions of higher education have become more prominent, the tendency of homogenization is serious, and the problems of difficult employment and low quality of employment of graduates are still not effectively alleviated. In addition, the mechanism of cultivating applied, compound and innovative talents which are in shortage at the front line of production and service has not been fully established, and the structure and quality of talents cultivation are not yet adapted to the requirements of economic restructuring and industrial upgrading.

Carrying out comprehensive teaching and learning reforms to guide students' overall development has become the most important issue in applied undergraduate education. For college teachers, the most important thing is to improve the curriculum, use modern teaching methods flexibly, and design a reasonable teaching plan, so that in the classroom teaching process teachers can illuminate students' minds, stimulate students' enthusiasm for learning, make the classroom full of vitality and vigor, so as to improve the education of outstanding students and promote the long-term development of secondary schools.

The contextual approach means that the teacher creates new situations for students to practice and evaluate each other in an innovative way, so that students no longer reject the class and truly love it. Through this teaching method, students get more enjoyment from demonstrations and hands-on exercises, have a better understanding of theoretical knowledge and practical activities, and are improved their problem-solving, collaborative learning and creative skills. Through questionnaires and field interviews, we learned that the traditional teaching methods used in tourism practice teaching in applied undergraduate colleges and universities have certain defects, while the contextual teaching method has the typical characteristics of combining knowledge and emotion, which can stimulate students' spirit of

independent learning, and the vivid teaching context meets the psychological characteristics of students and the practical teaching requirements of the Tourism Etiquette course of tourism majors.

2. Research on Situational Teaching Method

The development of the contextual teaching model is based on the study of contextual cognitive theory and contextual learning theory. Contextual cognitive theory, which emerged in the 1980s, views knowledge as a tool and attempts to make learners change their beliefs and adapt to their cultural system through activities and social interactions in real practice. Cognition is contextualized, and development of cognition originates in social contexts, and it is in the interaction between individuals and social or physical contexts that knowledge emerges and evolves. As a tool, Knowledge is meant to serve the lives of learners themselves, and it can only be fully understood through application, allowing learners to develop a variety of their own problem-solving strategies. Thus, we cannot treat knowledge as a thing that is monolithic, self-contained, theoretically detached from the context in which it is learned and used". Such knowledge is "inert knowledge". As the American philosopher Alfred North Whitehead^[1] pointed out in his book "The Aims of Education" in 1929, the knowledge acquired by students in the context of school without background is often inert and non-practical. Such knowledge is only preparation for exams, but does not solve problems in practice, does not return to life, explain life, and adapt to life.

The terms "contextual cognition" and "contextual learning" are often used to denote a range of related ideas. In his paper "A Guide to Contextual Learning," Clancey, W.J. argues that contextual learning is a theory about the nature of human knowledge, a study of how human knowledge develops in the course of activity, specifically how people create and interpret representations of what they are doing; Knowledge is a dynamic construct and organization, just as we imagine what is going to happen to us, what we are going to talk about and what we are going to do, and our behavior is based on our role as a member of society; Knowledge should also be the ability of humans to coordinate a range of behaviors and to adapt to a dynamically changing and evolving environment. Contextual cognition and contextual learning theory suggest that meaningful learning can only occur when learning is embedded in the social and natural contexts in which it takes place. Therefore, teachers should provide real or realistic situations that reflect the way knowledge is used in real life, create opportunities for negotiation, cooperation, understanding, and interaction between teachers and students, and allow students to observe and simulate the behavior and practices of experts; provide opportunities for students to play multiple roles so that they can see problems from different perspectives and facilitate the construction of meaningful knowledge; when students lack the skills and strategies to accomplish tasks, teachers should build "scaffolds" for students to use. When students lack the skills and strategies to complete tasks, teachers should build "scaffolding" for students; give students space to reflect on the learning process and learning outcomes to develop abstract skills, promote students' clear representation of knowledge, turn tacit knowledge into explicit knowledge, and enhance cognitive level; use operational and authentic assessment to examine students' understanding and we use operational and authentic assessment to examine students' understanding and problem-solving methods and strategies.

From the domestic and international research on contextual teaching method, it has many advantages over the traditional teaching method, which not only stimulates students' interest in learning, but also increases students' interest in learning and enlivens the classroom atmosphere.

In foreign countries, Dewey was the first to propose the application of context to teaching, and the American scholar Kopechu, influenced by Dewey, proposed a pedagogy that advocates planning the teaching process as a series of sequentially planned activities aimed at achieving predetermined goals. In the 1950s, Lozanov's indirect teaching approach took place-based methods to a new level (^[2] Yanju Chen, Chiping Xu, 2018). Hornby, a pioneer in the study of contextual learning, saw contextual instruction as a way for students to feel satisfied with what they are learning, enabling them to gain knowledge and develop skills (^[3] Yun He, 2014). The emergence and development of contextual pedagogy is inextricably linked to four pedagogical and psychological theories. The first is the constructivism of Piaget and Vygotsky, who introduced the concepts of "conformity and assimilation" and "zone of most recent development", which have had an indelible impact on contemporary teaching and learning. In order for society to be free to deal with the problems encountered in the workplace, the teaching and learning process must relate factual content to real life. The second one is the principle of coherence in the science of thinking proposed by Ossupol and Robert Slavin. They argue that when the content is relatively close to students' real-life experiences, students' emotional experiences are activated, motivation to learn is mobilized, and knowledge transfer and exposure effects are easily achieved (^[4] Jian Wang, 2010). Third, contextual theory. This theory is represented by Whitehead (2002), whose book "The Purpose of

Education" shook the whole educational environment. In this work, he proposed that the essence of learning is actually the process of interaction between individuals and the environment in the process of practice, and that the level of socialization of students can be effectively improved in the process of exchanging experiences and sharing feelings. In the process of sharing experiences and knowledge, students' socialization level is effectively improved. In order to make learning twice as effective, the most effective support comes not from the supply side, but from students who have a strong need to learn, similar to contextualized learning. Fourth, there is the principle of intuitive cognition, a theory brilliantly developed by Comenius, who concluded on the basis of a long and intensive study that all knowledge is acquired through sensory cognition, which requires teachers to strive to put all possible knowledge in front of the senses.

In China, research on contextual teaching began in 1978 with Jilin Li's^[5] experiments on contextual teaching methods. Jilin Li believes that the contextual approach is based on the method of suggestion. The implication method emphasizes, firstly, the extensive use of implicit information in the environment, which is the most important source of information; secondly, the full use of human suggestibility, the pursuit of the unity of mind and emotion, the unity of meaningful and meaningless functions, especially the active mobilization and exploitation of the potential of meaningless areas in the brain, so that students can unconsciously receive information in an atmosphere of mental pleasure.

Starting from analyzing the connotation of contextual teaching, ^[6]Jun Zhou (2015) analyzes the methods of creating context in the classroom with relevant teaching examples, hoping to provide some ideas for enriching contextual teaching. In the paper, the author focuses on several steps of context creation in tourism geography teaching with examples, and the author also points out that teachers' teaching methods must highlight the student orientation and stimulate students' learning interests.

Xue Yang (2020)^[7], in response to the current situation of the application of contextual teaching method in secondary tourism service majors, selected some chapters in Catering Service and Management course as teaching cases, tried to apply contextual teaching method to teaching, and carried out a teaching practice for more than two months in a secondary school in Nanning City, and conducted post-test analysis on students to further verify the teaching effect of contextual teaching method in the application of the course.

Hongbing Zhang (2019)^[8] believed that situational teaching method means that teachers should fully guide students to learn in teaching activities as classroom organizers, make specific design of situational teaching in combination with the courses they teach and the characteristics of students, and explain the contents of books in the teaching situation to help students better master relevant knowledge. Mengyuan Shen and others believe that teachers should strengthen their theoretical understanding of situational teaching methods in the process of creating situations, and fully consider students' cognitive psychology on this basis, so as to help establish a harmonious relationship between teachers and students.

Based on the theory of contextual teaching method, this paper proposes a specific and effective method to be applied to the course of Tourism Etiquette for tourism management students.

3. Basic conditions of contextual teaching

The key to the effective implementation of any teaching model is the awareness of teaching and learning. In Contextual Learning: Legitimate Marginal Participation, ^[9]Leff (2004) notes that "what really organizes learning opportunities is the relationship that apprentices have with each other and even with other masters, and apprentices are too distant from their masters to make awkward attempts at a new activity." The state of a student's mind has a tremendous impact on learning. A free and open mind is more conducive to students' active participation and positive thinking. Therefore, in contextual teaching, teachers should change their traditional educational concepts, change their roles, create an equal, democratic and harmonious teaching atmosphere, and change from being the traditional "duck-filling" knowledge imparters and dignified managers to being the guides, facilitators and encouragers of students. On the premise of respecting students, we provide learning scaffolds with the help of students' existing experiences, and through mutual communication, cooperation, mutual complementation and mutual help with teachers and other students, the knowledge acquired by students changes from traditional passive acceptance to active construction, so that students can learn well, enjoy learning and are willing to learn.

4. The application of contextual teaching in the class of "Travel Etiquette"

"Tourism Etiquette" is a very practical subject, in addition to teaching the necessary theoretical knowledge, it is necessary to strengthen the practical content of students' learning and training, so that students can feel, experience and comprehend in practice, so that the knowledge can be transformed into ability, and truly achieve "sincerity in the middle and shape in the outside, wisdom in the heart and show in words". In this regard, contextual teaching has advantages that other teaching modes cannot match.

4.1. Performance Simulation Situation

The teacher sets up a background that students are familiar with or aspire to, so that the students can feel like they are in the situation, and with this feeling of being in the situation, they can act to understand the position of the character in the situation and solve the problem. Performing simulated situations can not only fully reflect the main position of students in classroom teaching, mobilize students' enthusiasm, so that students' learning from passive to active, from "ducks listening to thunder" to discussion, experience, participation, and in the process of performance can prompt students to further reflect, explore, improve the ability to solve practical problems, so that the classroom atmosphere is active, so that students in a relaxed atmosphere can master knowledge and improve their ability. For example, in the persuasion training, a situation is created: the company has launched a new product, how do you as a salesman use appropriate audible and gestural language to express your emotions and persuade the public to buy the new product. First of all, students are asked to communicate and discuss in groups, then they take turns to role-play, and finally each group of students will observe and comment on the situation. The teacher guides the students in the teaching process, instructs them how to communicate with other students, monitors their interaction in the group, and gives each student the opportunity to participate in the learning process.

4.2. Case Reproduction Situation

With the help of a typical case, students are placed in a concrete and realistic situation, and the teacher asks relevant questions to inspire students to think, comment, and make decisions to solve the "real problems" in the case. When teaching hospitality etiquette, this article provides students with a case study: Yi Zhang had just graduated from college to work in a foreign trade company, the manager gave him a task to be responsible for receiving a French negotiation team that had recently come to the company. Thinking it would be easy, Yi Zhang gave some rough consideration to the order of reception and started to prepare. He called ahead and verified with the French the number of people on the other side, the flight they took and the arrival time. Then, Yi Zhang asked for a car from the unit, used the printer to type an A4 paper reception sign, and also bought a new set of clothes, to the florist ordered a bouquet of flowers. That day, Yi Zhang arrived at the airport on time, but never waited for anyone. He saw several foreigners waiting, he waved the reception sign at the foreigners, the other party did not respond. When the crowd dispersed for a long time, Yi Zhang still did not receive anyone. Yi Zhang went to the information office, the information office said the international flight plane landed 15 minutes early. Yi Zhang rushed to call back to the company, the company replied that no one came. Yi Zhang had to continue to wait, only a few foreigners left around, he decided to go over and ask, who knew that once asked, it was these people, Zhang hurriedly apologized and offered a bouquet of 8 flowers composed of roses, the other lady looked at him with a very strange expression and accepted the flowers. Then, Zhang guided the guests to the car, and the guests then carried a large bag on the car. Yi Zhang let the driver drive the car directly to the company's designated hotel, who knew that because of the peak tourist season, customers have long been full, and Yi Zhang did not book, of course, no room. Yi Zhang had to pull their party to a hotel far away from the company, this condition to be worse. By this time, the other party has shown a very unhappy look. Yi Zhang sent them to the room, he was determined to make up for it and find the guests to talk, so that they can take the heat off. Who knows that in the guest room for more than half an hour, the other party has been a little impatient. Yi Zhang then said goodbye and agreed with them to wait in the hotel lobby at 7:00 p.m. The company manager was ready to invite them to a banquet. At seven o'clock in the evening, Yi Zhang waited for the guests in the lobby, but the guests are not here. Yi Zhang had to ask the waiter to inform, so, at 7:30 pm people came one after another. When they arrived at the banquet venue, the manager was already at the entrance of the banquet hall ready to meet the guests. Yi Zhang introduced the two sides and entered the banquet hall after a conversation.

The manager took a look at the other party's main negotiator was about to sit down, and hurriedly asked the other party to sit in the seat facing the door, so that Yi Zhang sat in the seat that just back to the

door, and gave Yi Zhang a hard stare. Suddenly a customer asked, "Where's my seat?" It turned out that Yi Zhang had made a mistake in his busy schedule and left out his name. The French people all showed a very unhappy look. Yi Zhang, who was bent on making amends, decided to accompany the guest to eat and drink well during the meal, toasting frequently and making the other party a little embarrassed, and the manager stopped Yi Zhang just in time. When both parties dispersed, the manager replaced the person in charge of the reception that night and said to Yi Zhang, "You almost spoiled my big event, from tomorrow onwards, please find another job." Yi Zhang was fired in this way, but he never understood where he went wrong?" In this case, the teacher asked the students to think: Please help Yi Zhang analyze what is wrong with him. What should be the correct approach? Students spoke freely from different perspectives and positions. Through the case, students were deeply aware of the importance of shaping a good personal and organizational image with courtesy. The case reproduction can broaden students' horizons, enlighten their thinking, and improve their practical application skills.

4.3. Multimedia rendering context

Research in psychology, communication and systems theory has shown that the simultaneous use of auditory and visual information in the learning process significantly improves learning efficiency and memory. Multimedia is good in sound and image, graphic and textual, both dynamic and static, with strong influence and deterrent effect, allowing students' multiple senses to receive stimulation at the same time, easily enhancing students' understanding and feeling of abstract things and abstract processes, as well as the memory and application of the knowledge learned. It can make teaching activities more vivid, imaginative and interesting, thus introducing a new realm of classroom teaching. For example, when teaching grooming etiquette, while introducing theoretical knowledge, students can watch the standard standing, sitting and walking postures demonstrated by the students of Beijing Etiquette School in different contexts such as daily life and service industry. The students also laughed at the indecent postures shown in the CD-ROM and took it as a warning. With the help of a video camera, the students' imitations were recorded and then shown to them, and after the discussion and comparison between teachers and students, the students were able to identify their own shortcomings and improve themselves. Contextual teaching can stimulate students' interest in learning, develop their observation, imagination and expression skills, effectively promote the development of non-intellectual factors such as emotions and aesthetics, and help students improve their knowledge and skills. In modern education, the appropriate use of contextual teaching has become an important condition for evaluating teachers' ability.

5. Discussion

The application-oriented undergraduate colleges pay more attention to the cultivation of students' practical ability. The traditional teaching mode is only carried out in the form of face-to-face lectures by teachers, and students mainly listen to the lectures without involving them in them, which causes the theoretical knowledge learned in school cannot be effectively applied to the work in the future. The course of tourism etiquette mainly teaches about the appearance, demeanor and language of tourism practitioners. If only the traditional lecture mode is used, the effect will inevitably be unsatisfactory and it will affect the work in the future.

The contextual teaching model is a student-oriented approach to teaching resilience in a variety of situations. The requirement of this teaching model is for each student to mobilize what he or she has learned and apply what he or she has learned to deal with problems in a variety of complex environments, which in turn promotes the effective mastery of the theoretical knowledge learned. It can liven up the classroom atmosphere and increase students' interest in learning, especially by using the technology of multimedia courseware, which makes various scenes appear distinctly and visually, and makes it easier for students to remember what they have learned, which is very suitable for some institutions with insufficient internship conditions.

It makes up for the shortcomings of traditional teaching methods, allows theoretical knowledge and practical situations to be effectively linked, improves teaching quality and increases the learning motivation of tourism students, and is very suitable for students of tourism management in applied undergraduate institutions.

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