Research Article

TEACHING METHOD PRACTICE OF TOURISM CULTURE CURRICULUM BASED ON PRODUCTION ORIENTED APPROACH

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Abstract

The Production oriented approach emphasizes that teaching should serve effective learning objectives, guiding students to output results through practical projects and tasks. This theoretical system includes three parts: teaching philosophy, teaching assumptions, and teaching process. Teaching practice takes teaching themes, teaching objectives, task design, and teaching processes as the main idea with a focus on the three stages of output oriented design as driving, facilitating, and evaluating, in order to deeply explore the connotation of the curriculum, form a comprehensive understanding of tourism culture, cultivate students' higher-order thinking, and enhance their comprehensive abilities.

Keywords: Production oriented approach, Tourism culture, Higher-order thinking, Curriculum teaching.

INTRODUCTION

The research on the "Production oriented approach" has a development history of nearly ten years in China. It was originally used in English teaching as a teaching model guided by the final output. Its core concept is to enable students to not only master knowledge but also skills in the learning process, to achieve the transformation, application, and innovation of knowledge. In the production oriented approach, teachers should place students in the most important position of teaching, pay attention to their needs and interests, enable them to complete learning tasks in practical operation, and then complete the final output of teaching through feedback and evaluation. Tourism culture is a comprehensive cultural phenomenon that involves multiple disciplines and has historical, contemporary, and social characteristics. It plays an important role in broadening horizons, activating thinking, inspiring inspiration, and improving ideological, moral, and cultural qualities. It is conducive to cultivating tourism talents with solid foundations, broad knowledge, strong abilities, and high quality. Therefore, it is of great significance to construct tourism culture coursesbased on the "Production Oriented Approach", and it is worth pondering how to build and improve this course.

Theoretical Basis

Production Oriented Approach

The Product Oriented Approach (POA) emphasizes student-centered approach, guiding students to output results through practical projects and tasks, thereby promoting the development of their comprehensive application ability and creativity (Wen, 2018). The output oriented approach advocates that all teaching activities in the classroom should be aimed at output, achieving learning through application and promoting learning. This theory includes the concepts of "learning center" and "universal education", and proposes that

all classroom teaching should serve effective learning objectives, emphasizing the achievement of humanitarian training goals in higher education through classroom teaching. This theoretical system includes three parts: teaching philosophy, teaching assumptions, and teaching process (Chen *et al.,* 2022). The teaching philosophy includes the learning centered theory, the integration of learning and application theory, and the holistic education theory, emphasizing the combination of effective learning, input based learning, and productive application. The teaching hypothesis includes output driven hypothesis, input driven hypothesis, and selective learning hypothesis. It is believed that output tasks can stimulate learning motivation, input can optimize output, and selective input can enhance learning validity. The teaching process is divided into three stages: driving, facilitating, and evaluating, and the teaching objectives are achieved through these three stages (Rahmonova, 2021). Drive. Product oriented approach based learning allows students to attempt to complete learning based on hypothetical learning patterns and ultimately improve their learning. In the modern education system, situational learning is the most appropriate teaching method, creating a learning environment for students through personality and scenarios. This effectively improves students' learning methods and enhances their comprehensive cultural application ability (De Bernardi, 2022). Facilitate. Teachers can carry out various educational activities for students, impart knowledge more naturally, improve students' knowledge level and skills, enhance their expressiveness, and thus improve the effectiveness of education (Ellis & Rod, 2017). Evaluation. In the final stage of learning, teachers must evaluate their teaching effectiveness. In the process of evaluating students' listening skills, teachers can first conduct spot checks on students to improve their learning efficiency (Anggraeni & Priatini, 2019).

Advanced thinking ability

Advanced thinking is a cognitive ability that occurs at a higher level of cognition, and is a thinking process that goes beyond basic memory and understanding (Yakovleva & Yakovlev, 2014). American educational psychologist Bloom proposed the

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taxonomy of educational goals, which divides educational goals into three domains: cognition, emotion, and motor skills, and sets different learning levels for each domain. The Blooms Taxonomy categorizes cognitive thinking learning into six levels: memory, understanding, application, analysis, evaluation, and creation. Low level thinking abilities include memory, comprehension, and application, mainly used for learning factual knowledge and completing simple tasks. Advanced thinking skills include analysis, synthesis, and creativity, involving high-level cognitive abilities such as problem-solving, critical questioning, exploratory decision-making, and creative thinking. The teaching goal of cultivating higher-order thinking in classroom teaching not only helps students to better understand and apply language, but also enhances their critical thinking, problem-solving abilities, and innovative consciousness (Inra *et al.,* 2017).

The significance of constructing tourism cultural courses

The construction of tourism and cultural courses helps broaden students' knowledge and enhance their overall quality: The abundant cultural knowledge in tourism culture is a prerequisite for ensuring that tourists can obtain cultural entertainment and spiritual enjoyment, and is the basis for improving the quality of tourism culture, enriching tourism connotation and charm. Specifically, it is to enable students to understand and master the basic knowledge and theories of tourism culture, broaden their horizons, activate their thinking, and improve their cultural appreciation ability, cultural comparison ability, cultural scrutiny ability, cultural practice ability, and cultural innovation ability in tourism practice. It can enable college students to receive traditional humanistic education and ideological influence unconsciously, obtain spiritual baptism and reshaping, and cultivate a sense of concern for the value of human life, the future and destiny of humanity, and social life. Cultivate healthy and elegant tourism aesthetic taste, improve tourism cultural taste, enhance tourism cultural literacy, cultivate sentiment, and cultivate high-quality talents (Kastenholz & Gronau, 2022).

The construction of tourism and cultural courses is conducive to achieving the integration of science education and humanities education: Tourism culture is a science that studies cultural phenomena and their inherent laws in tourism activities, involving three interrelated disciplines: tourism studies, cultural sociology, and cross-cultural communication studies. It is a relatively mature emerging interdisciplinary field. It has a profound and extensive knowledge system, closely related to disciplines such as history geography, resource science, architecture, sociology, economics, and management. It has the characteristics of strong comprehensiveness and wide knowledge coverage, reflecting the inherent connections between disciplines, connecting the knowledge veins between disciplines, and realizing the knowledge intersection and penetration between liberal arts and sciences. The integration of science and humanities is a necessary path for talent cultivation in universities, an important idea of quality education, and an inevitable trend in the modernization of higher education (Balliu, 2017).

The content of tourism culture courses is rich in innovative ideas and spirit, which is conducive to cultivating innovative consciousness and ability: The long-standing tourism culture in our country contains rich innovative ideas and spirit, which are reflected in philosophy, literature, art,

systems, concepts, and other aspects. Tourism culture has always been in a dynamic development process, and integrating and innovating different cultures is the foundation of tourism culture construction and development, and the guarantee for the sustainable development of the tourism industry. Cultivating college students' innovative consciousness and improving their innovative ability are important goals of higher education and core issues of quality education. Offering tourism culture courses in universities can enable students to widely accept innovative ideas, cultivate innovative consciousness and abilities (Obidovna, 2023).

Teaching Method Practice of Tourism Culture Course Based on Output Oriented

Teaching theme

The teaching themes set should have rich cultural and practical significance, which can lead students to deeply understand and inherit the long-standing cultural heritage, and meet their needs in cross-cultural communication.

Teaching objectives

The teaching objectives are divided into knowledge objectives, ability objectives, and literacy objectives. The knowledge objectives include mastering the terminology and definitions related to the topic; the ability goals include cultivating the ability to critically think about culture, history, and modern development. The literacy goals include enhancing understanding of traditional and modern Chinese culture; enhance environmental protection awareness; and cultivate cultural dissemination awareness.

Task Design

The task is set as a real-life communication task, which involves telling Chinese stories and spreading Chinese culture. Students are divided into groups to design a tourism promotion plan and present it for promotion. This task covers creative thinking, writing skills, public speaking ability, language expression, cross-cultural communication knowledge, etc., and is high-level, challenging, and practical.

Teaching process

The teaching process is designed based on the three stages of output oriented approach: driving, facilitating, and evaluating. Teaching relies on a smart learning environment and adopts online teaching mode to carry out language, knowledge, and communication skills tasks.

Driver: Reasonably Create Scenarios

Students can watch this chapter of the course on the MOOC platform before class to master the knowledge related to scenic spots. Teachers design online learning exercises and post related discussion topics to help students form a preliminary understanding of the topic and inspire them to think deeply about the topic.

The output oriented approach emphasizes using specific output goals as the driving force, enabling students to fully apply their knowledge of tourism culture and continuously enhance their intrinsic motivation to learn tourism culture. It is important to

clarify the purpose of teaching, use output oriented methods to design teaching content reasonably, and pay attention to creating scenarios to guide students in learning.

Facilitating: Situational Exercises and Information Retrieval

The driving scenario of "facilitation" is mainly to enable students to engage in targeted and purposeful learning, and complete relevant situational tasks. Teachers should play an auxiliary role at this stage, providing appropriate guidance to students' learning and related activities, and conducting strict and standardized inspections. In the facilitation stage, based on the difficulty of the output task, the teacher decomposes it into four sub projects and guides students to gradually complete them in a hierarchical manner.

To understand basic tourism culture. Teachers provide reading materials on tourism and culture on the learning platform, and assign students to prepare for classroom presentation tasks. Teachers conduct online teaching, where students work in groups to showcase classic stories or traditional customs related to tourist attractions, tourism, and culture. Teachers evaluate and provide feedback on students' presentations by recording instructional videos.

To analyze the demand in the tourism market. Teachers post task requirements on the learning platform, and each group conducts surveys to collect demand data from the tourism market. The group will upload the report to the learning platform, cross read reports from other groups, and use the discussion forum function to make comments. The teacher asked each group to have in-depth discussions on the survey results.

To master the method of writing speech scripts. Teachers provide excellent tourism promotional materials and record instructional videos to analyze the basic structure, topic selection, narrative techniques, language skills, and other aspects of the materials. Mutual evaluation between groups, followed by teacher evaluation and summary.

Based on the above task steps, the teacher guided the group to select the theme of the promotional video and guided the group to revise the copy, making sufficient preparations for completing the output task. Finally, each group will create a video and record promotional commentary, which will be uploaded to the learning platform. Teachers organize students to vote and comment online in real-time, summarize and provide revision suggestions, and make necessary modifications and improvements after group classes.

Evaluation: Learning Achievement Assessment

The application of output oriented approach in tourism culture courses should also focus on evaluating students' learning outcomes. The evaluation methods can be diverse, such as teacher evaluation, student assisted evaluation, peer evaluation among students, peer evaluation among groups, and individual evaluation among students. In order to make the evaluation more fair, just, and effective, teachers can also discuss and formulate evaluation standards with students. In addition, the forms of evaluation can also be diversified, such as presenting students' achievements orally with multimedia assistance, or showcasing their learning outcomes through situational performances between groups. The evaluation form should also be more flexible and diverse, in order to better reflect the real learning situation and achievements of students. For students with weak learning abilities, teachers can adopt certain methods to teach them, so that students can correctly recognize their own shortcomings, and continuously adjust and correct themselves, constantly improving their learning and application abilities.

CONCLUSION

Currently, tourism has become an important part of the lives of contemporary college students, and improving the cultural quality of tourism is a universal cultural demand for college students. Strengthening the quality education of college students is not only an objective requirement of the development of the times and social progress, but also an important content of higher education reform and a need for the development of higher education. Guided by the output oriented approach, tourism culture teaching effectively enhances students' language proficiency and cultural literacy, improves their self-learning ability, and cultivates their higher-order thinking ability. By completing practical communication tasks, students can better understand and compare the similarities and differences in tourism culture, which helps to enhance their cross-cultural communication skills in the context of globalization. In addition, students complete output tasks related to tourism culture, conduct extensive data collection and analysis, and deeply explore the connotation of culture, thereby forming a comprehensive understanding of Chinese culture and further enhancing cultural confidence.

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