

Research on the Teaching Reform of Tourism Vocational Education Based on the Idea of "Integration of Teaching and Doing"—Taking the Handicraft Course of Batik Dyeing as an Example

Qinmin Song

Guizhou Normal University, Guiyang 550001, Guizhou Province, China

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Abstract: As a treasure of ethnic minority art and culture, in order to explore its value, inherit and develop the traditional handicrafts with national characteristics, batik has been included in the special elective courses system of tourism management, art design and other related majors in Guizhou Province; This article takes the Handicraft Course of Batik Dyeing of S Vocational School as an example, based on "teaching and doing" ideal research on the reform of classroom teaching practice to explore, and in view of the deficiency of the present teaching practice, to put forward the validity teaching design scheme, to improve Secondary Vocational Schools and Vocational Colleges students' personalized development space, to enhance the research ability of teachers' the handicraft Course of batik Dyeing, to provide reference examples for the tourism vocational education characteristic classroom teaching reform.

Key words: Tourism education; Combination of Teaching and Doing; Classroom reform; Teaching research of batik

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***Corresponding author:** Qinmin Song, 1310704596@qq.com

1 Introduction

Batik, as a unique ethnic art flower, has the charm of exquisite patterns, iconic color effects, and profound cultural connotations. In 2013, the Ministry of Education, the Ministry of Culture, and the National Ethnic Affairs Commission issued the "Opinions on Promoting the Inheritance and Innovation of Ethnic Culture in Vocational Colleges" (Jiaozhicheng [2013] No.2), which stated: "Vocational education is the inheritance and innovation of ethnic culture. An important carrier to promote the integration of national culture into the whole process of school education, to promote the combination of vocational education and the training of intangible cultural heritage inheritance talents, and use the power of national culture to cultivate high-quality technical and technical talents to provide talent support for the development of national characteristic industries and cultural industries". Therefore, the practical research on the "integration of teaching and doing" in the "Batik" handicraft course of S Vocational School under the "in-depth school-enterprise cooperation, work-learning alternation" order-based talent training model will help provide reference and help for the "class revolution" Inheritance and promotion of intangible cultural heritage of vocational schools.

2 Research origin

2.1 Research background

Curriculum is the key to the realization of the "order-based" talent training goal of in-depth school-enterprise cooperation. The effectiveness of classroom teaching methods is the impetus for the realization of the teaching goals. Based on Minister Chen Baosheng's proposal, "Education that satisfies the people is our goal. The "Classroom Revolution" of "Harmony and Forward Motive Force" is a reform call for the "Batik" course of S Vocational School under the "integration of teaching and doing" concept, focusing on the study of its teaching situation, and proposing reference effective teaching design plans, which provides reference and reference for the establishment of selective courses and classroom teaching reform of National Tourism Management Specialty.

2.2 Concept definition and theoretical basis

2.2.1 Unity of teaching and doing

"The unity of teaching and doing" is a significant part of the educational thoughts of the great Chinese educator by Mr. Tao Xingzhi. Integration of "teaching and doing" is an action-oriented teaching concept. The three elements of "teaching and doing" are complementary and integrated. Doing "teaches and learns by doing" takes the teaching process as "doing". The process is student-centered, using both hands and brain in the process of "doing", paying attention to students' learning motivation and interest, and mobilizing their enthusiasm, initiative and creativity.

2.2.2 Batik

Batik, famous for "wax valerian" in ancient times, is collectively known as the three ancient printing and dyeing techniques with ancient Chinese twisting (tie-dyeing) and clipping (printing). Wax valerian originated in the Qin and Han dynasties and prevailed in the Sui and Tang dynasties. The interpretation of batik in the "Guizhou General History" is: "painting on cloth with wax and dyeing it, that is, removing the wax, the pattern is like painting. Consequently, batik cloth is also called "Langan patch" or "Yao patch". On May 20, 2006, the batik technique was approved by the State Council to be included in the first batch of national intangible cultural heritage lists. Batik,

as a traditional handmade technique with minority characteristics, has high aesthetic value and rich cultural connotation. Meanwhile, its technique has strong practicality, which is conducive to enriching and enhancing the effectiveness of classroom practice teaching in tourism vocational education.

3 Based on the concept of "integration of teaching and doing", research on handicraft classroom teaching practice of vocational education in Guizhou Province

The classroom is a platform for teachers and students to learn and communicate together, and is a process of dialogue between students, teachers, and textbooks; the "classroom revolution" reform of teaching in vocational schools is to transform traditional classroom teaching to modern and efficient classrooms and change teachers Lecture-oriented and students passively learn, teachers make bold practical attempts in the teaching process to cultivate the abilities of autonomy, practice, inquiry, and cooperation of middle and higher vocational students, learn to seek knowledge and experience the joy of learning in the learning process.

Classroom teaching in vocational schools is the foundation, teaching design is the crucial, and reform and innovation are inevitable. The sample case "Batik" course is an effective combination of handicraft culture and vocational education. On the one hand, it helps to enhance the characteristics of vocational colleges; On the other hand, it helps students improve their national cultural literacy and enhance their cultural heritage. Guizhou Province traditional handicrafts are plentiful and diverse. It is comprehend that the combination of handicraft culture and curriculum, whether it is primary and secondary schools, vocational schools, higher vocational colleges and higher schools, the establishment of such characteristic courses and classroom teaching reforms are still pending Further enrichment and improvement; At present, Guizhou Vocational Colleges include Qiandongnan National Vocational and Technical College and Guizhou Light Industry Vocational and Technical College, which integrate embroidery and batik manual courses into vocational education elements; secondary vocational schools include Guizhou Wangmo County Secondary Vocational School which clothing and apparel major offers Buyi embroidery handicrafts, Taijiang County

Secondary Vocational School offers Miao silver jewelry craft courses, Leishan County Secondary Vocational School offers handicraft courses such as batik, silver decoration, embroidery and lusheng making, Huangping County Secondary Vocational School offers Miao mud whistle, Embroidery is integrated into the teaching of professional courses; the handicraft skills courses of S Vocational School where the sample cases are located include batik, embroidery, and paper-cutting. Based on the combing of the handicraft courses offered by the above vocational colleges, understand the current situation of its handicraft courses, and focus on the research on the classroom teaching of the "Batik" course in S vocational schools, which is profitable for the establishment and teaching implementation of handicraft courses in similar schools Provide test cases.

Based on the concept of "integration of teaching and doing", vocational colleges in Guizhou Province offer handicraft skills courses mainly to master a certain traditional handicraft and focus on skill training, because the course teaching is in the stage of exploration and improvement, and in the teaching process. The emergence of rules and regulations that emphasize theoretical explanations or skill training, and teaching methods makes students effective classroom learning less efficient. Hence, the classroom teaching reform of "doing middle school and doing middle school" should be strengthened in the handicraft courses of high vocational colleges. The development of the cultural tourism industry cultivates excellent craftsmen and helps the development of modern tourism vocational education with characteristics.

4 The teaching effectiveness design of "Batik" handicraft course based on the concept of "integration of teaching and doing"

The concept of "integration of teaching and doing" highlights "doing" as the core, and the integration and penetration of multiple teaching methods with "doing Chinese teaching and doing learning" as the core, guiding students to actively explore in class and take the initiative in practical training think and cultivate active learners of batik skills, explorers of knowledge, practitioners of skills, and protectors and spreaders of culture.

4.1 Project Teaching 1: Knowing, Feeling, and Intention Understand the rich culture of batik

In the teaching process, Herbart proposed that students' cognitive interest and emotional interest should be emphasized. According to the feedback of the students on the 20% (theoretical class)/80% (practical training class) hours of the "Batik" course, the batik theory explanation class should be increased appropriately, using batik objects, images and so on, to explain the history of the Miao nationality, the classification of batik, the development of batik, the cultural connotation of batik, the meaning and color of batik patterns. Matching, combination rules, through storytelling, guided exploration, perceptual appreciation, to get a preliminary understanding of the cultural history, characteristics of batik and the classification and characteristics of different batik types; Moreover, a sense of cultural belonging is generated during the process of learning and appreciating the beauty of batik. Recognize with emotions, stimulate interest in learning, understand the cultural connotation and artistic characteristics of batik while understanding batik culture, and improve aesthetic awareness.

4.2 Project Teaching 2: Observation, Touch, and Rub-Improve the aesthetic perception of batik embroidery

Comenius proposed that the principle of intuitiveness should be adhered to in the teaching process. When the teaching of the "Batik" course allows, the teaching of viewing, touching and rubbing can take students to visit the batik master studio, ethnic museum, from the visual and tactile senses. Get in touch with works of art, learn about the materials and tools of batik making, and personally experience the charm of batik art. Through the explanation of batik works and the appreciation of artistic visual impact, it stimulates the interest of students majoring in ethnic handicraft production and the inheritance of intangible cultural heritage and promote awareness.

4.3 Project teaching 3: point, line, surface-master the skill of wax knife

Point, line, and surface are the basic elements to outline the pattern of batik. The painting technique of batik uses a knife as a pen to determine the line-based expression of batik. The point, line and surface merge and complement each other. The vertical and

horizontal outlines of the dots, lines and surfaces of the batik pattern can make the picture lively and lively, with movement in the quiet, making the picture present in multiple forms and rich in layers. In the teaching process of the "Batik" training course, teachers should pay attention to observe students' mastery and use of wax temperature and wax knives, and learn while teaching. Students understand the drawing skills and composition rules of batik patterns in the process of "learning by doing", Experience the artistic beauty and creative fun of batik technique.

4.4 Project teaching 4: painting, dyeing, washing-experience the batik manual process

Waxing is an outline process with a wax knife as a pen, and is also an important part of the batik technique; dyeing is the dyeing of the wax-painted fabric; washing is the final step in the completion of the batik work. The dyed fabric is boiled and dewaxed. Rinse and dry. In the teaching process, teachers can use modern educational technology methods, online and offline, classroom demonstrations and video explanations, pay attention to understanding the acceptance of students, adjust the teaching progress according to the overall learning situation of the students, in the process of painting, washing and dyeing. The middle school cultivates students' batik skills, completes the transformation of the three products of "homework-work-product" "under the school-enterprise cooperation model, and effectively completes teaching tasks.

4.5 Project teaching 5: cutting, pasting, sewing-making batik decorations

Cutting, pasting and sewing are the application of students' batik works in daily life, namely, wall hangings, decorative paintings, clothing paintings, clothing, paintings, clothing on explaining the application of batik in tourist souvenirs in the current tourism industry, and learn batik. The method of collocation and splicing with other materials combines batik works with the reality of life, and cultivates students' ability to life, and match, improve the aesthetic cognition of batik art and expand the cultural connotation of batik in the process of practice.

4.6 Project Teaching 6: Tasting, Commenting, Thinking-Batik Works Exhibition

Learning to evaluate and appreciate batik works can

cultivate an important way for students to effectively combine theoretical knowledge and practical skills, and realize the acquisition-transformation of knowledge. Tasting, evaluation and thinking can be used as one of the influencing factors of the final assessment. Through the exhibition of batik works-evaluation Works, compare different batik works, so that students learn to appreciate and evaluate works of art; improve students' aesthetic level, cultivate students' ability to think independently and learn independently; gain a sense of accomplishment through batik production, and subtly enhance student recognition of national culture Sense, cultivate student cultural awareness and self-confidence.

5 Conclusion

The goal of talent training for vocational education is to cultivate applied and technical talents to better meet the actual needs of China's social development. Based on the concept of "integration of teaching and doing", the classroom teaching reform of tourism management majors in vocational colleges will help improve the effectiveness of teaching; Furthermore, the teaching method of the "Batik" course of sample S vocational school "doing middle school and doing middle school" is used as research. The object is to effectively inherit the traditional handicraft batik through the school curriculum, cultivate creative talents for the development of the cultural industry, and provide a model reference for the establishment and teaching of resemblance courses.

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