Application Of Project-Based Teaching Methods In Teaching Tourists' Psychology Subject At The Faculty Of Tourism, Dai Nam University

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Abstract

Education and training reform in the direction of capacity development has been researched and developed by many countries around the world and today has become a common trend worldwide. Education is oriented to capacity development to realize the goal of comprehensive development, helping learners have the ability to apply knowledge to solve practical problems. Currently, in universities, curriculum content and capacity development-oriented teaching methods are being focused. Therefore, innovating teaching methods in order to organize effective learning activities for students is a requirement for the teaching staff. With many outstanding advantages, the results of the paper shows that Project-Based Teaching has been successfully applied to the tourist psychology module at the Faculty of Tourism, Dai Nam University.

Keywords: Project-based teaching, teacher, tourists, psychology

1. INTRODUCTION

Sticking to the core of application-oriented training of Dai Nam University and complying with the Government's orientations on training quality tourism human resources, the training program of the Faculty of Tourism is built according to the orientation of the Faculty of Tourism with application-oriented, practice-oriented [1]. With the specificity of the practice-oriented training program, the approach, communication and training based on the learners' ability is the key point [2].

Currently, project-based teaching is widely used in higher education institutions around the world, especially in developed countries. Project-Based teaching is a learner-centered teaching method in which learners actively and self-reliantly participate in all stages of the teaching process, from goal setting, planning to project implementation, checking, adjusting, and evaluating the implementation process and results. The strength of this teaching method is to arouse and strongly develop learners' initiative, positivity and creativity; at the same time, practice teamwork skills, helping learners to acquire a system of knowledge, skills and attitudes in accordance with the set teaching goals [3].

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2. Background

2.1 What is Project-Based Teaching?

Project-Based teaching is a teaching method that focuses on learners' activities. Project-Based Learning is a teaching method that shows the teaching perspective: Teaching learners how to learn and teaching through activities. At that time, we need to understand that it is a teaching method in a broad sense, a complex teaching methods, etc. According to this method, learners have to solve problems and related tasks by themselves. other perspectives to gain knowledge, problem-solving abilities, and real-world results [4].

Project-Based Teaching is a method with dual functions (combining learning and research), contributing to linking theory with practice, thinking and acting, school and society, it has an active role in training creative work capacity, problem solving ability [3].

The Project-Based Teaching method has many unique and very clear characteristics that distinguish it from other methods. At the same time, these characteristics are also very suitable and create positive for learners.

Orientation of interest for learners: Different from traditional learning, with Project-Based Teaching method, learners can participate in choosing content and topics suitable to their own abilities, thereby creating interest. for them [2].

Practical orientation: With projects with topics from social practice, the practice of the profession as well as from life. Thereby, helping learners relate to reality and feel more excited. In addition, the learning project also has social practical significance when the children's learning is linked with daily life. With the right implementation and in the ideal circumstances it can create positivity for society [5].

Self-reliance for learners: During the learning process, learners must be self-reliant, self-aware, and actively participate in the learning stages. This helps them to have self-discipline, responsibility and creativity. In this method, the teacher plays a guiding and helping role. However, teachers also need to rely on the actual situation of the children's ability to implement [6].

Interdisciplinary and complex: Requires learners to have connections and chains of many different fields and subjects in order to solve problems.

Collaborative work: Students are often divided into groups, assigned tasks, they need to know how to find information and coordinate as well as work on their own, performing their tasks.

Action-oriented: Help learners have a combination of theoretical research and practice [7].

Product orientation: During the learning process, products are created oriented with their own functions and uses [4].

2.2 Implement the method Project-Based Teaching in Tourist's psychology subject

Tourist's psychology is the basic course of the bachelor's training program in tourism and travel service management of the Faculty of Tourism, Dai Nam University. The objectives of the Tourist's Psychology module are determined:

About knowledge:

- Having basic knowledge about individual psychology and group psychology to understand the effects of some psychosocial phenomena and psychological laws on tourism activities.
- Firmly grasp and be able to apply psychological and social psychology research methods in tourism such as: Observation method; Interview method; Test method; Mindfulness method.
- Understand the behavior, needs, motivations, tastes, moods and characteristics in the psychology of tourism consumers.
- Understand the basic issues of communication, the relationship between tourism service providers and consumers, between tourism consumers and local communities and some other social activities in tourism.

- Creating tourism products in accordance with the wishes of guests.
- Be aware of professional ethics issues and have a real sense of self-discipline.

About skills:

- Improve practical skills in the process of communicating, serving tourists, handling relationships in tourism activities in accordance with the guests' personal and socio-psychological characteristics to ensure that benefits for guests, ensuring the interests of tourism businesses and tourist destinations [8].
- Develop communication and behavioral skills in life in general and tourism business in particular.
- Develop teamwork skills.

About attitude:

- Create the ability to think independently, creatively, with a real sense of self-discipline to research and explore.
- Regarding autonomy and responsibility:
- Ability to self-direct, adapt to different working environments; Self-study, accumulate knowledge and experience to improve the level of theoretical and practical issues related to the tourism industry and trained orientation; Capable of evaluating and improving professional activities on a decent scale [5].

From the above objectives, the course content is specifically determined:

Chapter 1: Some basic issues of psychology.

Chapter 2: Some common psychosocial phenomena in tourism activities.

Chapter 3: Tourist psychology and factors affecting tourist psychology.

Chapter 4: Psychological characteristics of guests in tourism consumption.

Chapter 5: Common psychosocial characteristics of tourists.

Chapter 6: Tourist characteristics by territory.

The method is the way, the movement of the content to achieve the goal. Project-Based Teaching method has been chosen as the main method in teaching Tourism Psychology module in recent years and has brought about remarkable results. The Project-Based Learning method is specifically implemented as follows:

Steps	Specific works	
	Lecturer	**Students**
Prepare:	- Right in the first lesson, after introducing students to the meaning, goals, and content of the Tourist Psychology module…, the lecturer informed the students of the subject learning project including: *Task 1: Write a scientific report on a topic introduced by the lecturer (Research on consumer behavior of Vietnamese tourists (Chinese, Korean, etc.) when choosing Hanoi (Quang Ninh, Lao Cai, Da Nang…) as a destination; Studying psychological characteristics of Vietnamese tourists (Chinese, Koreans…) when choosing Hanoi (Quang Ninh, Lao Cai, Da Nang…) as a destination; …* *Task 2:*	- Forming groups. - Choose a topic.

	- *Role play to handle hypothetical situations encountered in professional activities in the hotel and travel sector and record a video.* - *Divide the class into study groups with 7 to 10 members per group.*	
Develop a plan for the implementation of the learning project	- Guide each group of students to plan group activities and guide students on how to solve each task: + *Task 1:* ++ Guide the work that needs to be done to write the report: make a detailed outline, search, synthesize references for each part of the report; design survey forms and conduct surveys; write a report summarizing the current situation; … ++ Introduce references to students for each topic + *Task 2:* ++ Introduction of typical situations and instructions on how to handle them ++Announce requirements when the teams shoot video - Browse each group's activity plan	- Plan group activities according to the instructor's instructions - Assign specific tasks to each member
Implement a learning project	- Urging and checking the progress of each group's learning project. - Support groups in the working process: + Assist in writing the reasoning part of the report + Support to build survey forms + Support to summarize situation + Support to handling situations	- Project implementation: + *Task 1:* ++ Research the literature to write the theoretical part of the report; ++ Design the survey form on the basis of the built theory; ++ Survey the situation and write the status report. + *Task 2:* ++ Practice handling situations introduced by the lecturer and collect them by yourself. ++ Make a script for the group's

		situational role-playing video ++ Record a video - Periodically report on the progress of the team's project implementation according to the plan.
Product reports and learning project evaluation	- Develop and announce the project evaluation plan and criteria. <mark>**Requirements for the report**</mark> 1. General requirements: + Submit the product before the date ... month .... year 202... + Products with logo of Faculty of Tourism - Dai Nam University; + Clean, beautiful, scientific, creative presentation with content associated with tourism. 2. Specific requirements: *a. Full text of the group's products* *- Form of presentation:* + Presented in Vietnamese, font Time New Romans, font size 14, line expansion – 1.3; + Alignment: left – 3.0 cm, right – 1.5 cm, top – 2 cm, bottom – 2.5 cm; + Minimum 30 pages. *- Present contents:* + Research content according to assigned topics: theoretical content, actual situation, conclusions and recommendations; + Video shooting plan and video script; + A form to evaluate the work process of each member of the group. *b. PowerPoint presentation about the group's product* *- Form of presentation:* + Unlimited number of slides; + Clean, beautiful, scientific presentation. *- Content of presentation:* Summary of the group's products. *- Other requirements:* + Presentation time is not more than 20 minutes; + All group members present in turn (groups self-assign content and order of presentation), do not use documents and notes when presenting. *c. Video* *- Form:*	- Summary of results - Design slides - Report products to the board.

+ From 3 to 10 minutes long;
+ Creative, concise, concise;
+ Students impersonating people working in the tourism industry must wear orange school uniforms.
- *Content:* Handling situations encountered in the process of serving tourists.

Order No.	Criteria	Maximum score	Actual score	Comment
I	CONTENT OF THE WORD	20		
1	Presentation form at according to regulations	05		
2	Present contents	15		
2.1	*Content presented according to the assigned topic:* Theoretical content, current situation, conclusions and recommendations	6		
2.2	Filming plan and video script	6		
2.3	Evaluation sheet of the working process of team members	3		
II	VIDEO CONTENT	30		Comment
1	Creative, concise and expressive	10		
2	Professional situations and handling of situations	10		
3	Clear picture and sound	10		
III	GROUP'S PRESENTATION	50		Comment
1	Powerpoint	20		

	1.1	Clean, beautiful, scientific presentation	08		
	1.2	Summary of the group's products	12		
	2	Members of the presentation group	20		
	2.1	Reasonable division of work among members and connection between members	10		
	2.2	Confident, Coherent	10		
	2.3	Reasonable time	10		
		TOTAL SCORE	100		
	- Evaluate projects according to announced criteria.				

Project-Based Learning has been effectively applied in teaching Tourist's Psychology subject [9]. During the implementation process, the lecturers collaborated with other teaching methods such as presentations, questions and answers, role-playing, etc., which enhanced students' initiative, increased self-study, dynamism and creativity, develop students' ability to work in groups, help students experience activities suitable to their future careers, etc. [10]

3. Conclusion

In summary, Project-Based Learning applied in teaching the tourist psychology module has satisfactorily answered the question "How can the learning process be made to become a place for school knowledge to get closed to life, an environment to apply the synthesis of knowledge, skills and attitudes to solving situations in daily life?", contributes to the achievement of the output standards of the service management training program of the application-oriented tourism and travel of the Faculty of Tourism, Dai Nam University.

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