

Research on the Construction of Practice Teaching Standardization System of Hotel Management Major in Undergraduate Colleges

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ABSTRACT

Nowadays, the demand level and quality of hotel management professionals are constantly improving. However, at present, many domestic undergraduate colleges which offer hotel management major have few practical courses in the curriculum system. Moreover, the design of talent training program lacks the cultivation of students' practical ability, which cannot meet the demand of enterprises in hotel industry. Therefore, based on literature research, this article analyzes the differences in the teaching curriculum and education model of hotel management majors in domestic and foreign universities through investigation and comparative analysis, and proposes a practical teaching model of hotel management majors in Applied Universities. Practical teaching standardization system has been planned and designed to provide theoretical reference for innovative hotel management professional practical teaching.

Keywords: *Applied undergraduate colleges and universities, Hotel management, Practice teaching, Standardization system.*

1. INTRODUCTION

As the hotel service industry is booming, the demand for professionals in this field is also increasing. There is a large talent gap in Chinese hotels. As the hotel service industry requires high vocational skills for its staff, while universities are teaching students professional cultural knowledge, how to learn more vocational skills before they leave the school has also become a key task in teaching. In addition, Universities continue to expand enrollment, the number of graduates is increasing in very year, and the employment form of college students is becoming more and more severe. According to relevant reports issued by a third-party social survey agency, the employment rate of college graduates in 2018 exceeded 91%. Among them, the employment rate of vocational college graduates in recent two years is higher than that of Undergraduates in the same year[1]. This shows that the curriculum design in practice teaching is relatively weak.

In 2012, the Ministry of Education issued the opinions of the Ministry of education and other departments on Further Strengthening the practical

education work in Colleges and universities, which proposed that colleges and universities should put the practical education work in an important position of personnel training, systematically design the practical education teaching system, strengthen the practical teaching links, deepen the reform of practical teaching methods, and strengthen the construction of practical education base. In addition, the opinions of the Ministry of education on improving the quality of higher education in an all-round way also clearly put forward that "practice teaching standards should be formulated according to the characteristics of specialties and the requirements of personnel training". In recent years, most of the undergraduate colleges and universities in China set the goal of talent training as cultivating high-quality applied talents, which requires more efforts in the construction of practice teaching standard system. Therefore, how to build a scientific and reasonable practice teaching standard system, improve the vocational skills of college graduates, enhance employment competitiveness, has also become the urgent research topic of colleges and universities

2. LITERATURE REVIEW

At present, scholars at home and abroad have achieved fruitful results in the theoretical research on practical teaching, but most of the research is based on the analysis of the concept and implementation status of practical teaching. There is little research on the standard system of practical teaching of hotel management major in undergraduate colleges, and there is no systematic theoretical system research. J.H (2020) takes the hotel management major of higher vocational colleges as an example to discuss the construction strategy of the teaching system of hotel management major in Higher Vocational Colleges Based on the cultivation of innovation and entrepreneurship ability [2]. L.W (2020) proposed to actively build an "integrated" practical teaching system of hotel management in Higher Vocational Colleges through effective innovation of teaching concept and teaching mode [3]. Taking Sanya University as an example, X.Y (2011) studied the basic idea of building the practical teaching system platform of hotel management major [4]. C.G(2012) put forward the importance of practical teaching of hotel management major in the research report, and pointed out that only through the practical teaching in the teaching process can we ensure the effectiveness of teaching[5]. S.Q et.al (2014) pointed out in their research that the construction of practical teaching system is the top-level design of practical teaching of application-oriented undergraduate majors, which has important practical significance for the cultivation of application-oriented talents, strengthening the status of practical teaching and improving the quality of practical teaching.Y. X (2015) put forward the Reform Countermeasures of constructing a scientific and reasonable practical teaching target system of hotel management specialty, constructing and reforming the practical teaching materials and contents of hotel management specialty, integrating a variety of practical teaching methods and other practical teaching contents and methods of application-oriented hotel management specialty [6].

3. COMPARISON OF TEACHING MODES OF HOTEL MANAGEMENT MAJOR IN DOMESTIC AND FOREIGN UNIVERSITIES

Due to the late establishment of hotel management major in Chinese universities, compared with some famous universities with this major abroad, the curriculum and practice teaching system are different. At present, the practice teaching mode for hotel management major in domestic colleges and universities is relatively single, most of which are limited to extracurricular social practice. In addition, there is a lack of teachers in Colleges and universities, and most of them have no business experience; Because of the lack of funds and scientific practice teaching system, many extracurricular social practice has not really realized its value. It is difficult to further improve students' practical ability. For this practical major, some foreign colleges and universities have formulated a set of perfect talent training plan for "teaching" and "learning" in teaching in order to cultivate talents who can be competent for enterprise work out of school, starting from the curriculum setting, the selection of teaching materials and the innovation of teaching methods. Professional curriculum, not only limited to hotel management curriculum, extends to tourism, aviation and food, so that students can master the theoretical knowledge of various fields related to the hotel. This study compares the teaching modes of hotel management major in domestic and foreign universities from three aspects: curriculum, teaching materials and teaching methods. The details are shown in Table 1 below.

Table 1. Comparison of teaching modes of hotel management major in domestic and foreign universities

	Domestic university	Foreign university
Curriculum design	<ol style="list-style-type: none"> 1. Mainly theoretical courses 2. To cultivate theoretical talents with strong theoretical foundation but lack of practical experience. 	<ol style="list-style-type: none"> 1. The course involves theoretical knowledge in various fields related to hotel management. 2. Training applied talents with strong practical ability and solid theoretical knowledge
Text book	<ol style="list-style-type: none"> 1. Content update is slow 2. Theoretical knowledge 	<ol style="list-style-type: none"> 1. The most advanced foreign language original textbooks. 2. Practical teaching materials
Teaching Mode	<ol style="list-style-type: none"> 1. Multimedia and other modern teaching means 2. Single teaching method: Professor type 3. Indoctrination Teaching: mainly teachers 	<ol style="list-style-type: none"> 1. Multimedia and other modern teaching means 2. Diversified teaching methods: teachers teach students to publish off campus practice 3. "Self directed" Teaching: Student Oriented

4. CONSTRUCTION OF PRACTICE TEACHING STANDARD SYSTEM OF HOTEL MANAGEMENT MAJOR IN UNDERGRADUATE COLLEGE

4.1. Construct Diversified Professional Courses Around Talent Training Objectives

The overall curriculum design of hotel management major is the basis of constructing the practical teaching system, and a diversified curriculum system is constructed around the talent training scheme. From the basic knowledge, practical training, innovation ability training to design professional curriculum system. Establish a "professional + experience + innovation" multiple talent training mode [6]. The teaching content focuses on the most cutting-edge theoretical knowledge, and offers the cutting-edge course of hotel management, so that students can really master the most basic key points of hotel management. Practical training is to strengthen the cultivation of students' practical ability, and truly achieve the mode of "teaching" by teachers and "learning" by students' practical operation. Innovation ability training is to cultivate students' ability of self discovery, analysis and problem-solving. Through the construction of practical training platform inside and outside the school, it can promote the improvement of students' innovation ability and the development of comprehensive personality, so as to realize the perfect docking of students' practical ability and professional ability required by the industry.

Knowles and other scholars have proposed that adult learners are "self-directed" in their research. The focus of adult teaching is the learning process, not the learning content. The task of teachers is not to teach but to guide. In teaching, we should change the traditional teaching mode of teachers giving lectures and students attending

lectures, and adopt the innovative method of "students giving lectures and teachers evaluating courses". This model of teachers' guidance and analysis and other students' participation in discussion can greatly improve the students' awareness of learning autonomy, and can obtain more knowledge in the process of their own learning and teaching [7].

4.2. Innovate Practice Teaching Mode and Optimize Practice Teaching Path

Starting from the classroom teaching mode, optimize the reform. A very important point in the reform of practice teaching is the reform and innovation of classroom teaching mode. This is the main channel to achieve the goal of personnel training and the key link to ensure the quality of education and teaching. Return the classroom to the students, students are the main body of learning, classroom is the main place for students to learn, teachers have no right to say a word, to really understand the scientific process of learning, with discussion instead of telling, with interaction to change the passive, with debate instead of asking questions. The proportion of College Students' practical practice in classroom teaching. Simulate the actual operation in the hotel service industry [8].

In addition, we work with cooperative enterprises to build campus training facilities, employ hotel staff as our special teachers, and provide students with relevant knowledge teaching and vocational skills training. Increase the proportion of practice courses in school, and carry out targeted practice course teaching for participating in relevant professional skills competition.

At the same time, the proportion of off campus practice teaching should be increased when the personnel training program is formulated. The practical

training courses are arranged in hotel enterprises. Before graduation, students go to the hotel for a semester of internship, so that students can "learn by doing, learn by doing". Make students familiar with the theoretical knowledge of hotel management and hotel management skills before graduation. In order to better cultivate students' practical ability, colleges and universities should build professional training rooms. The training room mentioned here is not only used in teaching, but professional practice through real business. This model improves the students' learning motivation to a great extent, and obtains solid theory in practical operation. This kind of teaching system focusing on the cultivation of students' innovative ability and innovative thinking can cultivate hotel management talents to meet the needs of society.

5. CONCLUSIONS

Through research, it is found that the current practical teaching mode for hotel management majors in various universities is relatively simple, and the teaching staff of universities are lacking, and most teachers have no corporate experience; The lack of funds for the construction of practice base in school and the lack of scientific practice teaching system make a lot of extracurricular social practice not really reflect its value. It cannot further improve students' practical ability. Therefore, we must make clear the characteristics of hotel management major and the goal of personnel training, not only teach students rich theoretical knowledge, but also pay attention to the cultivation of students' post ability. In the course design, we should increase the proportion of practical courses, create more opportunities for students to practice outside school, and let students consolidate theoretical knowledge in practice. In classroom teaching, students should be transformed from "learners" to "interpreters", so that they can become the classroom leaders. By exploring diversified practice teaching mode in and out of class to build practice teaching standard system, it can not only improve students' comprehensive quality and practical ability, stimulate students' innovation and entrepreneurship, but also alleviate the employment pressure of the current society, which is of great significance to reach the training goal of hotel management major. In addition, according to the needs of enterprises, we should cultivate students' practical ability in all aspects, so that they can master vocational skills and be competent when they go out of school so as to ultimately achieve the purpose of enhancing the core employment competitiveness of college graduates.

AUTHORS' CONTRIBUTIONS

Jingjing Liu is the designer and executor of this research, and the author of the first draft of this paper; Lixia Zhuang participated in the design and result analysis; Daxin Ren is the creator and person in charge

of the project, directing the design, writing and revision of the thesis. All authors read and agree to the final text.

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