

RESEARCH ARTICLE

Research on Practical Teaching of Hotel Management and Digital Operation Major in Higher Vocational Colleges

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Yongguang Jin^{1,*}

¹Department of Airport Management, Shanghai Civil Aviation College, China

Abstract: Under the background of economic globalization, it is obvious that many industries and fields in China are growing rapidly, especially for the hotel industry. At the same time, because of the rapid growth of the number of tourists, the hotel management requirements have been improved. Therefore, higher vocational colleges are required to clearly recognize and immediately carry out the reform of practical teaching of hotel management major, and determine the rational teaching objectives. Only in this way can we better train high-skilled and applied talents who meet the demand for our hotel industry.

Keywords: higher vocational education; hotel management; digital operation major; practice teaching

1. Introduction

As a professional course teaching in higher vocational colleges, hotel management and digital operation major should fully realize the necessity of strengthening practical teaching if it wants to effectively cultivate high-skilled and applied talents. However, judging from the employment of graduates majoring in hotel management and digital operation in China's higher vocational colleges and the current situation of brain drain in China's hotel industry, there are many problems in the practical teaching system of hotel management and digital operation in various higher vocational colleges, such as not clearly recognizing the importance of the practical teaching reform of hotel management and digital operation in higher vocational colleges, or failing to find that the effect of the practical teaching reform is not good, which makes the training of talents inconsistent with the actual employment needs of the hotel industry. Below, based on the exposition of the importance of practice teaching reform of hotel management and digital operation major in higher vocational colleges, this paper puts forward some suggestions on its practice teaching, hoping to provide some help for solving the above problems.

2. The Importance of Practical Teaching Reform of Hotel Management and Digital Operation major in Higher Vocational Colleges

2.1 It is inevitable needs to give full play to the service functions of higher vocational colleges and meet talent development in the hotel industry.

Cultivating high-quality, high-skill applied talents is the fundamental purpose of hotel management and digital operation majors in higher vocational colleges in the new economic era. However, if we want to achieve this goal, we

must pay attention to the reform of practical teaching. Only in this way can we shorten the gap between hotel management and digital operation majors in higher vocational colleges and the demand for talents in the actual industry, and ensure that students have good problem-finding ability, problem-analyzing ability and problem-solving ability on the basis of fully mastering theoretical knowledge, as well as excellent professional skills and good comprehensive quality, so as to fulfill the duty of talent cultivation in higher vocational colleges (Zhao et al., 2022).

2. It is the inevitable demand to promote the comprehensive quality of higher vocational students and meet their career development.

From the perspective of the career development path of hotel industry, it takes at least five years for a student to gradually develop from a waiter to a supervisor, and it is also necessary to ensure that he has excellent time ability. If the time teaching reform of hotel management and digital operation major in higher vocational colleges is promoted, the quality of talent training in higher vocational colleges can be greatly improved, students' professional skills can be effectively guaranteed, and students' faster development can be promoted.

3. Effective Measures of Practical Teaching Reform of Hotel Management and Digital Operation major in Higher Vocational Colleges

1. To build the top-level system design of school-enterprise cooperation, promote the integration of production and education, and build the foundation of practical teaching system.

Undoubtedly, the development of higher vocational education under the concept of school-enterprise cooperation has been highly restricted in the past. The specific performance is that the training of talents does not meet the requirements of high quality and high skill level put forward by the hotel industry. Therefore, China's hotel

Corresponding Author: Yongguang Jin
Department of Airport Management, Shanghai Civil Aviation College,
China. Email: 1061889726@qq.com

industry can not achieve high-level development. I remember that in 2011, the World Bank clearly pointed out that the fundamental reason why Chinese enterprises could not improve the output quality and extend to the high end of the value chain was that there were problems of saturation of low-skilled workers and shortage of high-skilled workers in China. With the idea of school-enterprise cooperation, it is obvious that both higher vocational colleges, hotel enterprises and students have achieved a win-win situation.

From the standpoint of higher vocational colleges in China, school-enterprise integration refers to the long-term cooperation between the two sides, which is based on the advantages of cooperation in running a school, educating people and developing them, building a hotel talent training professional curriculum system and talent training mechanism, and jointly formulating professional curriculum development standards. Creating multi-scene courses for students, even at school, can make students feel the hotel atmosphere well. Or in a hotel, students can also experience the fun of learning. Schools can recommend high-quality and high-skilled talents for hotels, and hotels can train students to become better talents. At the same time, the school provides a steady stream of management talents for the hotel, while the hotel provides strong help for the improvement of the school level and teaching quality (Wang, 2022).

As one of the typical representatives of commercial organizations, the hotel industry often takes economic benefits as a measure before making all behavioral decisions. As one of the representatives of typical institutions, higher vocational colleges have a strong inertia in practice teaching reform. Therefore, in the design of the top-level system of school-enterprise cooperation, it is necessary for both parties to constantly improve before they can formulate supporting policies that are in line with both schools and enterprises, so as to promote the development of both parties and jointly build a community of interests. It can be found that vocational education in some foreign countries such as Germany is unusually developed compared with that in China. The reason is that this country has clearly stipulated the school-enterprise cooperation in the form of law. If an enterprise fails to travel, it needs to pay a certain amount of money to the industry association, and the industry organization will use this money for cooperation between other colleges and other enterprises. In recent years, China has gradually realized this problem and guided our vocational education to break through this dilemma through relevant policies. Therefore, at present, local governments, higher vocational colleges and enterprises must actively implement the policy documents issued by relevant ministries and commissions in China, effectively promote the in-depth integration of schools and enterprises, and jointly realize development and progress.

2. To build a double-qualified teaching team, formulate a flexible mechanism for the introduction of hotel talents, and improve the incentive measures for teacher assessment.

To some extent, whether it is the integration of production and education or school-enterprise cooperation, the two aims are the same, and they are all for the cultivation of high-quality and high-skilled talents. However, if we want to achieve the above goals, the key lies in the construction of double-qualified teachers. China's State Council has made a request for this requiring all higher vocational colleges to build a team of high-quality and double-qualified teachers, so as to

comprehensively promote the improvement of college teachers and teaching quality. Therefore, at present, each higher vocational college needs to start from building a double-qualified teaching team, as follows.

First, excellent teachers can be selected from the teachers in the school to go to the cooperative hotel to carry out activities such as staged study, practice and long-term on-the-job training, so as to promote the improvement of teachers' practical ability. At the same time, cooperative hotels can motivate teachers by issuing skill level certificates, such as hotel managers, bartenders, etc. In addition, each higher vocational college can also use the existing high-quality teaching resources, regularly organize teachers to carry out multi-level practical ability training, and build double-qualified teachers with the help of the simulated hotel training environment on campus and the real practice environment outside the hotel, or the quality training base for double-qualified teachers built by government departments (Cai & Zhang, 2022).

Second, optimize the system of new teachers, and set the entry threshold to be guided by the quality of double teachers. At the same time, we should strengthen the induction training and education of new teachers, formulate a one-year and three-year enterprise practice system based on the actual situation, and carry out the assessment after the end of the practice probation period. At the same time, we should build a two-way flow channel for school-enterprise personnel to make up for the lack of practical experience of the existing teachers in higher vocational colleges.

Third, construct a diversified double-qualified teacher evaluation system. Make the training and accreditation standard of double-qualified teachers on the quality requirements and accreditation conditions of double-qualified teachers, and sprinkle it into the daily teaching evaluation system of teachers. Teachers who meet the certification standards of double-qualified teachers' training and have passed the examination have the right to participate in relevant professional construction and teaching decisions in colleges and universities. Besides, it also has the right to give priority to selection, promotion and evaluation of professional titles. I believe that the implementation of the above policies can fully mobilize the enthusiasm of teachers and better guarantee the talent cultivation in higher vocational colleges.

3. Strengthen students' professional education and vocational education, guide students to strive for correct cognition and practical learning, and form correct learning attitude.

At present, in the teaching of hotel management and digital operation major in higher vocational colleges, it can be found that most students have certain one-sided cognition and prejudice about the major and its practical study. However, if higher vocational colleges want to change this situation well, they must effectively promote the integration of hotel management and digital operation majors with ideological and political courses, so as to construct a new content structure of hotel management courses, thus guiding students to establish correct values and lofty career ideals, and ensuring their love and loyalty to the hotel industry (Lin & Wang, 2022).

4. Conclusion

All in all, the practice teaching of hotel management and digital operation major in higher vocational colleges can only achieve a win-win situation among higher vocational colleges, enterprises and students through

continuous innovation and optimization, and better promote the development and advancement of China's hotel industry.

Conflicts of Interest

The authors declare that they have no conflicts of interest to this work.

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