

Study on the “Secondary and Undergraduate” Comprehensive Training Curriculum System of Tourism Management Vocational Education

Weihe Feng*, Zhixia Li, Yan Pan

*Shandong Vocational and Technical University of International Studies, Rizhao, 276826, Shandong,
China*

**Corresponding author email: fengweihe0429@163.com*

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Abstract: This paper first analyzes the current situation of the curriculum system under “Secondary and undergraduate” in the vocational education of tourism management, and finds that the training objectives of secondary vocational schools and undergraduate courses are misplaced, and the problem of public basic courses, professional basic courses and practical skills courses are not fully connected. In order to realize the seamless connection of the mid-curriculum, we put forward the curriculum connection mechanism of comprehensive training, set the training goal of collaborative education from the direction, build a seven-year curriculum system from the system, and formulate the integrated mid-curriculum curriculum standards on the whole.

1. Introduction

“Secondary and undergraduate” through talent training is the education reform, exploration and practice of improving the education quality of secondary vocational schools and opening up the “broken road” of vocational education. It is of great significance to establishing and improving the modern vocational education system. Curriculum is the foothold and starting point of talent training, which is even more true for “secondary and undergraduate” through talent training. Therefore, the key to discussing the “secondary and undergraduate” talent training is the construction of the curriculum system. The discussion of the curriculum connection system based on specific majors will help to promote the implementation of the “secondary and undergraduate” talent training project and ensure the realization of the talent training objectives.

2. Analysis of the Current Situation of the “Secondary and Undergraduate” Comprehensive Training Curriculum System of Tourism Management Vocational Education

(1) There is a directional dislocation of secondary vocational school and undergraduate stage training objectives

The basis of curriculum cohesion is the effective docking of training objectives. At present, the

secondary vocational school and the undergraduate stage of the training target positioning is misplaced. The training goal of secondary vocational stage is to cultivate grass-roots workers in tourism-related industries, while the undergraduate stage focuses on cultivating middle and senior managers engaged in tourism-related fields. Most of the existing training programs are still carried out according to the two stages of secondary vocational industry and undergraduate courses, and the training goals are not determined according to the seven-year system.

(2) The secondary vocational and undergraduate courses are reflected as modular

In general, it is divided into three modules: public basic curriculum, professional basic curriculum and practical skills curriculum. For example, in the secondary vocational stage of the program, the course is divided into professional core courses, professional skills direction courses and public basic courses, professional skills direction courses include: tourism service, tea art and tea culture, wine knowledge and service skills, undergraduate courses are general courses, discipline basic courses, professional core courses, professional direction courses, independent practice teaching, including professional direction courses include: travel service, hotel, tourism planning, tourism vocational education and training. Or in the secondary vocational stage, the course is divided into public basic courses, professional theory courses, professional skills courses and practical teaching courses; while the undergraduate stage is general ability courses, professional basic courses, professional core courses and professional comprehensive courses.

(3) The unfinished content connection between the public basic courses in secondary vocational schools and undergraduate courses

Although the public basic courses have been connected in form, the failure of the number of class hours and the depth of the course content is not conducive to the improvement of the quality of students' training.

(4) Basic docking between secondary vocational and undergraduate courses is not achieved

For example, in some talent training programs, the main courses include basic knowledge, hotel management, front service, catering service and management, customer service and management, focus on the hotel direction; while the undergraduate courses focus on the tourism management direction, courses including tourism economics, tourism marketing, tourism planning and development and China tourism geography, few hotel management courses, focus on hotel service and management, while the undergraduate stage is focused on tourism management, the two basic courses do not achieve accurate docking, orientation differences.

3. The Tourism Management Major “Secondary and Undergraduate” through the Training Curriculum System Linkage Strategy

The final foothold of the curriculum system of secondary vocational and undergraduate training should realize the seamless connection of the curriculum. Therefore, vocational undergraduate schools should, on the basis of the analysis of the current situation of the “secondary and undergraduate” through the tourism management major, combined with their own characteristics and positioning, formulate a curriculum system suitable for the society, industry, schools and students.

(1) Establish a curriculum connection mechanism for comprehensive training

The cohesion mechanism refers to the system and norms that ensure the smooth implementation of the medium-based training curriculum cohesion system, and is an important part of the process of moving from the development to the implementation of the curriculum system. In the tourism management professional “secondary and undergraduate” through the implementation of training, the attention to the cohesion mechanism is not enough, leading to the cohesion mechanism construction in a “vacuum”, urgent to be from the organization optimization mechanism and course

cohesion system running long-term management mechanism of two aspects to establish through the training course cohesion mechanism.

(2) Establish the training goal of connecting and collaborative education

The comprehensive training of “secondary and undergraduate” in tourism management major is not only the connection of academic qualifications, but also the “two levels and two types”, namely the collaborative education of secondary education and higher education, vocational education and general education. From the talent training program, it is found that there is directional dislocation of talent training goals in two different stages. Secondary vocational education is mainly positioned at cultivating skilled talents who can engage in front-line service positions in the tourism industry, while ordinary undergraduate education is to cultivate high-quality application-oriented talents with strong adaptability in the tourism industry. The docking of the training goals of “two levels and two types” is only reflected in the transition examination, which fails to clarify the training goals of “secondary and undergraduate” collaborative education.

According to the characteristics of tourism major, “secondary and undergraduate” collaborative education overall talent training target should be: student employment oriented, application ability and professional quality training as the core, after the education, cultivate moral, intelligence, body, beauty, labor, innovative spirit and practical ability, more systematically master tourism basic theory and professional knowledge, strong professional skills and analysis to solve practical problems, can meet the requirements of high-quality skills tourism related jobs. The specifications of personnel training should be stipulated in three aspects: basic knowledge requirements, basic ability requirements and basic literacy requirements, so as to form the gradual training of secondary vocational education to higher general education, and students' knowledge, ability and literacy. In the secondary vocational stage, reflect the characteristics of vocational education, to provide a foundation for the transfer of enrollment while considering employment; in the undergraduate stage, strengthen the application ability and professional quality improvement, quality, to achieve the overall goal of “seven-year system” talent training.

(3) Build a curriculum connection system

Curriculum cohesion system should be based on the knowledge, ability of the basic requirements of ability and literacy, the two stages of courses in a unified framework, follow the rules of education from simple to complex, from simple to deep, from low to high, set up public basic courses, professional basic courses and practical courses of skills courses. Secondary vocational courses lay a foundation, heavy connection, undergraduate courses focus on the combination of theory and practice. In terms of curriculum system, the curriculum system of secondary vocational stage should further strengthen the teaching of public basic courses, such as Chinese, mathematics and English, to adapt to the theoretical learning and ability improvement in the undergraduate stage; the professional basic curriculum should shift from the hotel to tourism management to accurately connect with the undergraduate stage, allowing students to have certain basic knowledge of tourism major; and the practical skills courses should set up students' professional concept while strengthening the skills training of tourism service positions. The undergraduate stage focuses on the vertical connection of public basic courses and professional basic courses, and changes the difficulty and depth of the knowledge to optimize the ability to solve the rapid development of the tourism industry.

(4) Formulate an integrated “secondary and undergraduate” connection curriculum standards

Unified curriculum standards are the premise and foundation for realizing seamless curriculum connection. Curriculum standards should be jointly developed and curriculum teaching implemented according to standards to achieve the desired training objectives. Secondary vocational and undergraduate teachers to participate in teaching content, teaching methods, teaching results, transfer assessment of course research activities, clear two stages of different courses and

knowledge, talent training target of knowledge, ability, literacy decomposition into two stages, avoid curriculum repetition, fault or omission, avoid two stages of course “simple patchwork” and “grafting”, formulate the integration of cohesion curriculum standards. In the process of specific course implementation, follow the law of teaching and students learning law, especially fully consider the student quality is relatively low, secondary vocational students knowledge foundation of weak reality, encourage the teacher innovation education teaching, solve the weak link of advanced training, implement the integration of curriculum standards, promote “two stages, two types” of curriculum teaching cohesion.

4. Summary

“Secondary and undergraduate” is the educational practice of China to explore the construction of general vocational education overpass, which has been in operation for many years. The exploration of tourism major is still in the initial stage, but the practice from education and teaching has proved that the comprehensive training of “secondary and undergraduate” has indeed opened up the “broken road” of vocational education, but there are still many problems in the process of practice. As an important mode of “secondary and undergraduate” through the cultivation, Training programs involve different levels and different types of education, Its completion must be based on the integration of the curriculum system, In order to realize the integration of the curriculum system, we must first fundamentally establish a curriculum connection mechanism of comprehensive training, Make that the training of the curriculum connection can be followed, the system must be followed; Secondly, we should set the training goal of collaborative education from the direction, Clarify the phased and overall training requirements; Thirdly, we should build a seven-year curriculum system from the system, Clarify the course connection content, Ensure the course teaching progress; Finally, the integrated Chinese-local cohesion curriculum standards should be formulated on the whole, Ensure the quality of course cohesion, Ensure the implementation effect of the course.

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