

Research on the innovative development of cooking and nutrition education major from the perspective of international cooking

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Abstract: Through sorting out the international training mode of culinary talents for culinary and nutrition education major in recent years, the core idea of the new training mode is refined and demonstrated. With a view to similar institutions of international personnel training to provide a feasible reference. It is necessary to actively explore new ways to integrate Chinese and foreign courses and develop international courses, so as to raise the training level of international high-end skilled culinary talents in all aspects, and continuously improve the level of running schools to make contributions to the internationalization of Chinese food.

1. Introduction

When catering enterprises at domestic and foreign develop themselves, the demand for international high-quality talents is constantly expanding. Therefore, the training of international high-quality talents is an important task of culinary schools. The cultivation of international high-end skilled talents is an important direction of the reform of higher culinary education in China. Strengthening and improving students' learning ability and competitive ability is an important goal of teaching reform in universities.^[1]

2. The current international training direction and demand of cooking and nutrition education major in China

The ministry of education issued a document entitled "Implementation plan for accelerating the modernization of education (2018-2022)", and pointed out that after five years, the goal of universal access to education at all levels and in all categories will be fully achieved, and the modern education system will be fully constructed. The overall strength of education and its international influence have been greatly enhanced. Higher vocational education is "to train production, construction, service, management of the first-line high-end skilled personnel as the main task", but also put forward the goal of "training with international competitiveness of high-end skilled personnel." In the process of internationalization of professional talent education, China's professional talent education embodies "Chinese characteristics". First of all, it is reflected in the

international arena to form its own characteristics and enhance its international influence. Second, we should attach importance to the cultivation of high-skilled talents with international vision and pattern, familiar with international rules and skilled skills. Third, it is reflected in the full implementation of the “the belt and road initiative” construction and the realization of China’s education industry’s international development through “going out”.

In order to demonstrate the internationalized orientation of cuisine major in universities, the first step is to define the internationalized orientation of cuisine major in universities. Chinese modern cooking techniques contain Chinese traditional culture and Chinese elements. Chinese cuisine carries the “delicacy” and “delicacy” of Chinese food culture. The international development of Chinese culinary arts shoulders the heavy responsibility of going to the world and adapting to the international competition.^[2]

3. Innovating the training mechanism of culinary higher education and establishing the perfect international education mechanism

The international standard construction of cooking and nutrition education can be considered from three aspects: First, the internationalization of professional content. Second, the internationalization of teaching methods. Third, the internationalization of professional elements.

The development of international teaching standards of cooking and nutrition education in universities must embody the specialty characteristics of “high”, “special” and “excellent”. “High” refers to the international cooking and nutrition education and cooking professional teaching standards and international high-level industries, enterprises the same level of responsibility standards. Students’ employment work must have the international standard idea, the international behavior and the international consciousness. This is the basic requirement for the development and research of the international teaching standards of cooking and nutrition education in universities. “Special” is in the cooking and nutrition education professional teaching standard formulation process, must conform to the local customs, local conditions and customs, must have the national characteristic and the national emotion approval. It is the opening point of the international teaching standard of cuisine and nutrition education in universities that we should pursue innovative development features on the basis of adapting to the development of our region and industry. “Excellent” means that cooking majors in institutions of higher learning should take into full consideration different educational concepts and cognition or produce different educational products when formulating and developing professional teaching standards. Only the development and application of the international teaching standards of cooking and nutrition education should be integrated with the international high-level higher vocational education, can the quality of cooking and nutrition education be guaranteed. This is the international cooking professional teaching standards development and practical application of the point of strength.

4. Design and practice of internationalized talents training program for cooking and nutrition education

4.1. Adopting international teaching methods to promote students’ interest in autonomous learning and research-based learning

4.1.1. Introducing teaching to lay a good foundation for new students’ teaching

First of all, for the new students on campus, they feel strange and curious about their major. They should fully adjust their state, and learn to adapt from the high school’s “passive” learning to the university’s “active” learning. When studying their major, they should expand oneself field of

vision, and consult more relevant cookery discipline book. Cooking discipline requires strong practical operation ability and requires students to have a good and solid cooking foundation.

Then, for schools, there will be more organized, planned activities to identify and actually explore culinary disciplines. Arrange for students to have a field trip to influential well-known enterprises and set up the content of the trip. At the end of the investigation, submit the investigation summary report and set the requirements of credit and practical credit.

Finally, for enterprises, choose the “international vision” of domestic catering enterprises, with international standards of behavior, management standards and norms, can be competent for international catering work. When cooperating with international famous hotel chain, it can lay a solid foundation for the development and formulation of teaching standards for cooking teachers and students’ learning and training. At the same time, “international model” catering enterprises to promote cooking and nutrition education professional menu innovation to the world. Chinese catering and international development of business cooperation, to help students of cooking and nutrition education in line with international standards, in line with the international competitiveness of Chinese food production capacity. Learning to adhere to the famous domestic catering enterprises, constantly innovative dishes and learning to grow, adapt to the trend of Chinese food and Western food technology, to have international high-end catering level.

4.1.2. Studying the international health standard system to improve the professional quality of cooking discipline

In the context of globalization, food quality and safety has become a hot issue in the world, and food safety is an important public health issue related to human health. ^[3]

In recent years, with the rapid development of the economy and the continuous improvement of people’s food quality and safety requirements, as a cooking and nutrition education schools should be food safety food safety teaching in an important position. From the beginning of the first year of college students should be trained in the habits of safety and health, to protect people’s health. In order to achieve international education, it is necessary to learn international health standards. This improves the basic quality of studying abroad, and also protects the country’s external image and international reputation. ^[4]

In the freshman year, we need to learn to understand the international food safety and health, improve the food safety system, in order to solve the current complex food safety events and security. It is necessary to learn about international health standards, such as ISO22000 Standard System, HACCP System, GMP certification and IOS standard operating standard. In the case of HACCP, HACCP represents a critical control point for hazard analysis. In accordance with the trend of internationalization, students should be given more international health standards of learning. Enable students to learn more about food law to deal with food safety risks. When students conduct practical training courses, they need to penetrate them a little bit. Not only to train students in the field of Chinese food professional norms, but also need to train students in the field of Western food professional norms, and international standards.

4.1.3. Increasing trade lectures and open classes to cultivate students’ career anchor.

Once a month, guest speakers bring influential cooking gurus and entrepreneurs to the school to bring the industry’s information and share valuable experiences in the catering industry. To strengthen the students’ understanding of the catering industry, and to establish the students’ consciousness of career planning.

4.1.4. International invasive communication

In the freshman year, it is necessary to open students' international thinking and communication ability and international thinking, technology, language invasive learning. Sichuan Tourism Institute, for example, will invite the relevant schools, chefs to exchange study, each other to learn the national customs and culture, cooking characteristics of cooking skills.

In order to let more students participate in international cooking training, have the ability of international professional talents, hold international interactive exchange meeting. In this exchange meeting, to achieve the participation of all college freshmen. The focus of the meeting will be realized in the interactive communication of cooking skills, cooking culture and the display of Chinese and western cooking skills. Chinese and Western food will be skillfully combined together, to enhance everyone's international vision and international understanding. In order to get more students involved in this international atmosphere, students can discuss the name of a dish, its function, the way it is cooked, and the combination of dishes. At the end of the meeting, discuss the activities of the meeting and ask the students to make a summary report.

4.2. Constructing high-level international curriculum and improving teaching quality of teachers

4.2.1. To strengthen the training of specialized foreign languages and build a high-level international English teaching staff.

In addition to bilingual teaching in the traditional sense and teaching in full foreign languages, foreign professional teachers with an international educational background are invited to teach directly. The implementation of the specialized internationalization curriculum teaching, may enable the student to participate to understand this discipline, this specialized world development frontier knowledge. In the domestic can truly experience the internationalization curriculum teaching pattern.^[5]

4.2.2. Group practice outside school to improve vocational practice ability.

During the second year of College, some students were assigned to practice in groups outside the school. They went into the kitchen to do the most basic work. They were able to flexibly apply the basic knife work, seasoning and preliminary processing they had learned during the second year of college to their internship on the post the plan is 30 to 40 hours.

4.3. Innovating the mode of cooperation and communication, learning autonomous growth research

4.3.1. Learn cooking English, exercise cooking international workplace ability.

As an employment-oriented vocational teaching model, cooking English teaching is a vocational teaching model designed according to the needs of the cooking industry, which is conducive to promoting employment. Learn more professional English and international catering industry more in line, change traditional teaching concepts, adapt to the new era of cooking career development requirements. Through on-the-spot investigation of the social demand for talents in the cooking industry, the English language requirements of the employing units for the talents in the cooking profession are made clear. So we can guide the teaching of cooking English in a scientific and systematic way, and improve the effectiveness and aim of cooking English teaching.^[6]

4.3.2. Cooking English teaching, widening the internationalized channel of talent training.

Cooking and nutrition education, there is also a focus on education. But the modern teaching reform emphasizes the teaching key from pays attention to the teacher “the teaching” to pays attention to the student “the study”.^[7] With the development of science and technology and the improvement of education and teaching theory, microteaching is more suitable to the development of current society.

4.4. Developing international cooperation and exchange programs, coordinating the relationship between international diversified subjects

In the senior internship period, students can choose from a variety of directions. They can participate in overseas internationalization projects, and get further training, through interviews, into the overseas internship. Or enter the international restaurant business practice exercise self. However, students can not only stay and internship work, more is to participate in international forums, international exhibitions, truly understand the international message. After participating in the exhibition, we must think over its contents and make an international report in English.

5. Conclusion

In the process of internationalization of culinary higher education, we should carry forward the spirit of promoting the old and bringing forth the new, constantly explore and renew our ideas, and establish a model that conforms to the trend of the times. Making the goal of international training of culinary higher education clearer and clearer, the mechanism more scientific and reasonable, the course system more perfect and perfect, the teaching staff bigger and stronger, the teaching mode rich and diverse, and the channels of international exchange and cooperation more broad and broad. Thus promoting the international cooking higher education level to reach a new height, and promoting the formation and development of the characteristics of cooking higher education.

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