Reform and Practice of Project-based Teaching of Business Etiquette in Higher Vocational Education Based on Vocational Ability-Oriented

—Take the major of economics and management accounting as an example

Haiyan Yu

Chongqing Vocational Institute of Engineering, Chongqing, China

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Abstract: with the continuous deepening of the reform of higher vocational education, the teaching reform mode of "vocational ability-oriented" and "project-based teaching" has been widely valued. This paper takes the course of "business etiquette" of accounting major in economics and management as an example. On the basis of student feedback questionnaire survey, practical teaching and enterprise research, to reform and practice specific application of business etiquette course in the project-based teaching that oriented by vocational ability.

1. Introduction

The cultivation goal of higher vocational education is to cultivate high-quality technical and technical applied talents who meet the needs of society and employers. This cultivation goal determines that in the teaching activities of higher vocational education, students' vocational ability is the leading factor, cultivating students' vocational ability and skills to engage in actual work in a certain post group in their specialty, and at the same time cultivating students' humanistic quality and professional ethics. Therefore, the "project-based teaching" of courses based on the cultivation of students' professional abilities and according to the actual work processes and tasks of enterprises is receiving more and more attention.

2. The Connotation of Project-based Teaching of Vocational Ability-oriented

The project-based teaching oriented by vocational ability is different from the traditional teaching mode of cramming education. It is based on the needs of vocational positions, takes students as the main body, and emphasizes student participation. Taking the professional ability required by the professional post group as the core, take the actual work project or task of the company as the main content of the course. And according to the actual work situation, design the original rigid teaching content into a specific project or an independent task. In the design of a teaching project, the role of the teacher is the instructor, evaluator, controller, and student jointly implement a specific work project or task as the main body participating in the teaching process.

3. The Necessity of Implementing Project-based Teaching in Business Etiquette Courses

With the increasingly development of China 's economy and the continuous improvement of social civilization, the society and employers have higher requirements for the individual comprehensive qualities of college graduates. As a higher vocational college that cultivates high-quality technical talents, college students generally have higher professional skills, and humanities quality and etiquette are relatively weak. *Business Etiquette*, as a quality cultivation course for higher vocational students, aims to enable students to understand and master the etiquette norms and communication skills that necessary for business communication, so that college students can continuously improve their professional quality and ethics in the process of entrepreneurship or employment so as to create a good professional image. Nevertheless, because the students of higher vocational colleges generally have problems such as poor learning initiative and unclear learning goals, these existing problems directly affect the curriculum effect. To break

the traditional rigid teaching mode, and adopt new and flexible teaching methods can improve students' enthusiasm for learning. The project-based teaching led by vocational ability is a project designed based on actual job tasks. The teaching content of the project includes interesting teaching scenarios, which can stimulate students' interest in learning.

4. Feedback Survey of the Traditional Business Etiquette Course Teaching

Our school has provided compulsory business etiquette courses for all majors in economics and management, and some majors in science and engineering, such as electronic information technology and information engineering technology, have also opened compulsory business etiquette courses. This article takes the business etiquette course of accounting in economics and management as an example. It has conducted a questionnaire survey on the course quality of the 4 classes of accounting major in grade 2017. And we have sent out 143 questionnaires, recovered 137 of them. It has 130 valid questionnaires, and the effective rate was 90.9%. Judging from the teaching practice of the etiquette course and the feedback from students, the teaching of this course has the following three aspects that need to be improved.

(1) Curriculum setting

More than 90.4% of the students thought that the "business etiquette" course was necessary. 63% of students think that the total number of hours is less; more than 87.4% of the students think that business etiquette training is very important in the course. 62.5% of the students hope to add more practical project related to the posts of major to improve professional skills and literacy. About 59.4% of the students hope that the course will increase the practice of the job application project and play a good guiding role in employment.

(2) Course teaching methods

76% of the students think that the traditional teaching method based on lectures will weaken the interest in learning; only 15.8% of the students are satisfied with a single teaching method; about 53% of the students think that the teaching method only through watching business etiquette-related videos and cases analysis in the classroom is not very instructive. More than 76.7% of the students believe that participating in the simulation of business workplace scenario can achieve a better workplace experience. 76.3% of the students are willing to accept interesting teaching methods. Only 34.3% of the students understand information-based teaching methods such as micro-classes and MOOCs; more than 95.2% of students agree that communication between teachers and students is conducive to promoting learning.

(3) Curriculum examination and assessment and feedback

84.6% of the students think that the traditional written etiquette examination was the most unsatisfactory. The reason is: the examination that only focusing on written and results does not objectively reflect the level of etiquette literacy. 78.4% of students hope that the content of the assessment should not only including written concept The course assessment should focus on the practice of students' usual participation, and the assessment content should focus more on the mastery degree of "business etiquette" and professional skills.

5. Principles of the Reform of Project Curriculum for Business Etiquette in Higher Vocational Education

(1) The principle of cultivating professional ability

For the talent cultivation of accounting major, it is not only important to pay attention to the grasp of accounting expertise and the ability to use it proficiently, but also to cultivate the soft power of professional literacy. The work nature of dealing with money determines the characteristics of the job position, and it is necessary to have an attitude of integrity, responsible behavior, and good ability of interpersonal communication and coordination, teamwork cooperation ability, etc. The core of the business etiquette course is to cultivate students ' key soft power such as interpersonal communication, coordination ability, teamwork cooperation ability, ability to get along with others, and solve problems in order to achieve the purpose of improving students'

professional ability.

(2) Pay attention to the principles of workplace etiquette experience

Business etiquette rules are different for different occupations. Therefore, the content of business etiquette courses should be combined with the needs of different professional occupations. As a business etiquette course for the accounting major, it is necessary to closely combine the professional skills required for the relevant positions in the accounting major. According to the requirements of corresponding teaching content, according to the actual process of accounting activities, driven by the work tasks of etiquette projects involved in related enterprises, and based on the professional ability of accounting positions, set up teaching content of etiquette theory and practice.

6. Reform and Practice of Project-based Teaching of "Business Etiquette"

(1) The setting of course teaching content

Based on the results of the previous questionnaire survey and the analysis of the principles of reform, set up the course content of business etiquette which is oriented to cultivate professional ability, and select common business activities as work tasks. Project teaching is implemented in the process of simulating work tasks. The project curriculum of etiquette education is based on the activity task as the curriculum setting and content selection. In accordance with the curriculum standards, academic hours, and learning rules of the students, design teaching projects in the order from easy to difficult, organize the content by the unit of project, and design several teaching modules that can reflect typical work tasks and are consistent with teaching goals. The teaching content of this course is divided into three projects, and the typical 10 business interactions and activities are used as teaching modules. The course content is set as shown in Table 1.

Table 1

Number	Project	Ability cultivation	Module practice	Academic hours
Module 1 First impression	Appearance etiquette	Professional affinity	1. Women's professional makeup 2. Man's suit wearing collocation and the way to tie a tie 3. Simulation workplace job interview	6
	Bearing etiquette		1.Basic physical training 2.Posture of standing, walking, sitting and squatting	
	Job interview etiquette			
Module 2 Business daily contact etiquette	Document etiquette	Interpersonal communication and coordination skills	1.Simulation of phone interviews and meetings 2.Simulation of ordering and seating	8
	Phone etiquette			
	Visit and reception etiquette			
	Business feast etiquette			
Module 3 Business activities etiquette	Celebration ceremony	Coordination ability, teamwork cooperation and problem-solving ability	Series planning of company annual event	8
	Conferences			
	Signing etiquette			

7. Diversified Course Teaching Methods

According to the feedback of the students' courses, combined with the basis of business survey of relevant companies, change the traditional teaching method based on teaching. And combined with the characteristics of the "easier said than done" course in the business etiquette course, different modules of learning should adopt the appropriate teaching method to stimulate students' activeness of learning. Allowing students to participate in the curriculum project and get involved in every aspect of teaching so as to gain knowledge and develop into capabilities.

(1) Demonstration and training method

Demonstration and behavior training is an intuitive teaching method. The teacher usually first explains the essentials of movements or etiquette in the classroom, and then the teacher demonstrates the correct movements and allows the students to practice after understanding. The use of information-based teaching methods is helpful for inspiring learning. For example, the teacher records a micro-video to let students learn in advance before the class, and the teacher plays the video again during the class and ask the students to summarize the main points of knowledge. The teacher then exercises while demonstrating the students. For example: in project 1, appearance and bearing etiquette, demonstrations are used more often. Take the men's tie wearing training module as an example, before the class, let students watch the previous part of the recorded micro-video, the funny wrong way of tie, causing the students to think about how to tie the tie appropriately and conform to the professional image. During the lesson, the teacher played the another part of micro-video and asked the students to discuss and explain the main points. Teachers will then perform demonstration exercises. After the class, students are required to take micro-videos of the tie method based on excise, according to the knowledge and operation methods they have mastered and submit them to the teacher for comments. Teachers grade the submitted works, and make them one of the grades in the course assessment to increase students' attention. This method changed the situation of students forgetting after passing the course practice.

(2) Scenario simulation method and its application

The traditional cramming teaching method, even if the knowledge is vivid, will make the students passive recipients. It cannot internalize the etiquette knowledge into etiquette consciousness and manifest it as behavior habits. The scenario simulation teaching method is to create a specific, simulated scenario, in the teacher's organization and student's exercises, to achieve the purpose of students to acquire knowledge and use knowledge in the simulated scenario. By organizing students into groups, they can simulate the tasks of each module in a group cooperation manner, learn relevant theoretical knowledge in the process of doing tasks, and improve students' language communication, organization, planning, coordination, and other professional skills.

For example, in program 1, the telephone invitation and meeting module for daily business contacts, students first discuss the etiquette of telephone and meeting, and summarize the meeting etiquette that meets the characteristics of the major. The teacher set up a scenario in which the accountant Wang of Company A went to Company B to find Mr. Li to submit a financial report, and organized the students to conduct simulations in groups. Then the teacher organized the practice comments of other groups. The evaluation criteria included polite expressions for calling, timing, communication skills, etiquette for handshake, etiquette for handing over business cards. Finally, the teacher answered and commented on the problems in the scenario simulation of each group, and demonstrated and instructed the irregular behavior. Through this method, the written knowledge is promoted into rational knowledge, which not only improves students 'practical ability, but also stimulates students' interest in workplace experience.

(3) Case discussion method

The case teaching method is to guide students into specific events by selecting the cases that are needed for teaching. It is a common method to make the classroom more live and effective. Usually, a case is selected to give students an understanding through the introduction of the case. Then group discussions are held, each student expresses their own views after thinking, and then each group selects a representative to make a summary speech. Finally, the teacher summarizes and affirms the correct views of the students and supplements the omissions. For example, in the module of job

interviews etiquette, a scene of the job interview of the heroine in the movie is played for students to watch and analyze. And another example, to select current affairs or hot events in the etiquette category, such as a female journalist who does not pay attention to appearance and manners, causing a public image crisis event; a well-known host who speaks inappropriate in a public place, causing an event that has adverse social impact. Ask students to conduct group discussions on selected cases, and propose how to do it if they encounter similar situations as professionals. Using this method can enhance students' perception, broaden their horizons, and gain more accurate recognition and grasp the etiquette knowledge through case analysis and discussion. What's more important is to analyze the etiquette-related cases so that students can put forward their own opinions or solutions to the etiquette crisis, so as to improve their ability to analyze and solve problems.

8. Course Evaluation and Assessment Method

The assessment plan of *Business Etiquette* needs to achieve the curriculum goals of combining knowledge acquisition, training of workplace ability, and education. The evaluation of this course is divided into two parts: one is the assessment evaluation of attendance and classroom performance (accounting for 30% of the total score), and the other is the assessment of practice completion of project task (70% of the total score).

Based on the business etiquette-related theories that has learnt, each group should plan, practice, and examine the project according to the tasks and processes of the actual business activities. Students can choose from 10 modules, such as business image etiquette, business visit etiquette, business banquet etiquette, business celebration, award ceremony, and other common and practical types of activities in real work as assessment programs. Students design their own activity scenarios. Teachers evaluate the ability of students to complete tasks on each project, comprehensively evaluate the completion of tasks in each project, and implement a full-process evaluation to examine students' professional image, communication ability, and teamwork cooperation ability. This course evaluates the workplace ability corresponding to the project. The proportion of each part is different. Take the performance evaluation form of workplace ability of *Business Etiquette* course as an example, as shown in Table 2.

Table 2

Number	Ability in workplace	Proportion	
1	Professional affinity	20	
2	Interpersonal communication and coordination skills	30	
3	Coordination ability and team cooperation	30	
4	Problem-solving ability	20	

9. The Guarantee of Curriculum Reform Implement

(1) Construction of teachers

At present, there are not many teachers specializing in etiquette education in vocational colleges, and their professional ability varies. Business etiquette teachers should implement etiquette education intuitively in the class through their own "verbal teaching and personal example". Therefore, business etiquette teachers should play an exemplary role and attach importance to the improvement of their professional image and ability. The project-based etiquette teaching mode has higher requirements for teachers' professional level and enterprise practical ability. To increase the training and construction of teachers, improve the professional level of business etiquette teachers in colleges and universities, and allow teachers to have the opportunity to participate in professional business etiquette training, or practice in relevant positions in enterprises and institutions, and

personally experience some business etiquette activities. Only in this way can teachers understand the real condition of modern business etiquette and effectively improve teaching quality.

(2) The creation of school etiquette atmosphere

The etiquette course is the first class for students to receive etiquette education. The etiquette culture atmosphere in campus is a second class that plays a subtle role. For example, a prominent post that displays classic etiquette stories in the campus and regular etiquette knowledge lectures, knowledge contests, and series etiquette activities. All these things form the atmosphere of knowing etiquette and practicing etiquette, gradually affect the students' etiquette consciousness, internalize to habits, and are apparent in speech and behavior.

(3) Construction of training and internship sites

Business etiquette courses are highly applicable and practical. In teaching practice, it is necessary to adhere to focusing on students' professional ability training, and to strengthen practical training teaching and practical teaching links. The construction of the scenario training room or the cultural salon activity room required for the practice of business etiquette activities will create good training conditions for students and help improve their professional ability. To create opportunities for students to participate in large-scale business activities such as anniversary celebration activities, various annual meetings, and public welfare activities organized by the school or school-enterprise cooperation units, which allow students to experience practical work tasks.

10. Conclusion

In order to cultivate high-quality applied talents in higher vocational colleges, we must focus on the core of professional competence. As an applied and practical course, the business etiquette course adopts a project-based teaching model, breaking the traditional way of cramming education. It takes students as the center, and driven by the task, assessing and evaluating the completion of student projects. This teaching method not only makes teaching activities of business etiquette become lively and interesting, but also more suitable for business activities. In this way to achieve the teaching purpose of knowing etiquette, practicing etiquette, understanding etiquette and applying etiquette, so as to truly achieve the goal of cultivating professional talents in economics and management major in higher vocational colleges.

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