

Exploration of Innovative Practical Teaching of Liquor Service Based on Project Teaching Method

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Abstract: The core content of the construction of demonstration schools in higher vocational schools is the construction of key specialties, and the core content of specialty construction is the construction of excellent courses. In the stage of core curriculum construction, the school and members of the construction team have devoted a lot of energy to make the curriculum more suitable for higher vocational students. In school education, curriculum, as an important carrier, way and means to cultivate students, is also the fundamental link for schools to cultivate talents. The key point of hotel specialty construction is to change from quantity increase to quality improvement, and curriculum innovation and reform have become the driving force to improve the quality of hotel talents. If teaching is divorced from practice, it will lead to the poor practical operation ability of higher vocational students, and it is difficult to adapt to the needs of employers. Focusing on the practical teaching of students' wine service, this article puts forward that the project management method system should be effectively combined with students' project practice, so as to cultivate students' systematic thinking and promote the perfection of the knowledge system of practical teaching with the project as the core.

1. Introduction

With the rapid growth of economy, the continuous improvement of people's life and the change of lifestyle, bars are gradually welcomed by people at all levels and become an important place for public leisure and social communication activities. Wine service skills and wine management ability are one of the core competencies of hotel professionals [1]. The knowledge of vocational education tends to lead to the solution of practical situations and problems, and both experience and logical knowledge are indispensable for vocational education [2]. Many vocational schools are committed to development and reform, but they still continue the traditional course mode, and the course orientation needs to be strengthened. Not only that, the course setting is not closely related to the job requirements, and the students' enthusiasm and participation in the teaching process are not high [3].

Project teaching method is that teachers guide students to complete the project processing, and in the stage of processing, they learn to master the main contents of the instructional plan [4]. This curriculum model integrates the working process and learning process with students' own personality development and ability, and absorbs the characteristics of flexibility and integration of curriculum modules [5]. On this basis, to complete the transformation from experience to strategy, we should not only meet the different needs of society, but also pay attention to the exploration and satisfaction of self-needs, and further pay attention to the continuous improvement and growth of students under the employment-oriented education goal [6]. In the stage of carrying out the project teaching method, students basically adopt the way of independent organization, arrange their study work under different contents, and solve their own corresponding problems and difficulties independently, which can effectively mobilize the enthusiasm of students to participate and improve the teaching quality [7]. Focusing on the practical teaching of students' wine service, this article puts forward that the project management method system should be effectively combined with students' project practice to create a standardized project practice environment, so as to cultivate

students' systematic thinking, effectively improve the efficiency of students' project practice and promote the perfection of the project-centered practical teaching knowledge system.

2. Teaching concept under the employment-oriented concept

Vocational and technical education plays a very important role in society. Vocational and technical education can cultivate qualified labor force, cultivate labor talents with professional and technical level, develop human resources for social enterprises and provide qualified professionals. Curriculum in a broad sense refers to the educational process and the synthesis of its contents selected by teaching institutions to achieve the training objectives, which includes not only the subjects taught by teachers, but also all planned and purposeful activities. Curriculum in a narrow sense refers to a single subject [8]. How to better improve students' ability of wine service and management, how to establish a correct teaching concept, how to design courses so that students can receive technical knowledge more intuitively, stereoscopically and vividly, and how to train students correctly are issues that teachers have been paying attention to and thinking about. According to different post knowledge and skill requirements, we will work with post commissioners to determine typical work scenarios and tasks, determine teaching content, highlight the connection between teaching and actual post needs, and integrate knowledge requirements, professional skills and professional quality.

The course of working process concept takes the task in the process as the carrier, and ensures the systematic integration of practical skills and theoretical knowledge according to students' career development and cognitive rules. The course of working process concept is designed with students as the center, which fully emphasizes the way for students to gain direct experience to gain skills and abilities in professional actions, thus promoting the learning stage of students in various courses to evolve into a process similar to the realization of enterprise tasks [9]. In teaching, teachers should master students' learning level and acceptance ability according to the job requirements and subject characteristics of enterprises, explore teaching methods and flexible and open personalized teaching models that conform to students' cognitive rules, and pay attention to the cultivation of professional basic knowledge, skills and technology learning and comprehensive ability objectives in each class. The whole stage of students' acquiring skills and knowledge should correspond to their work practice. The principle of professional technology is no longer just an abstract description, but a reflection of the interaction between society, enterprises and students. Curriculum research and growth of working process concept creates new concepts and ideas for curriculum research. This curriculum model meets the needs of economic development, and at the same time reflects the advantages of vocational education and enhances the integration of education with enterprises and economy.

3. Characteristics of project teaching method

The course of working process concept focuses on the cultivation of students' quality, which embodies the educational characteristics of the integration of emotion, attitude and skills. The course of work process orientation advocates learning and thinking in the stage of comprehensive and complete action. No matter how comprehensive and complex the course content is, it should go through the stage of determining work tasks, making plans, evaluating implementation and feedback. The main body of traditional classroom teaching method is teachers, who have full control over the classroom, and students study under the guidance of teachers; The main body of project teaching method is students. In the stage of development, students can discuss the teaching process with teachers, thus effectively exerting the enthusiasm and enthusiasm of students' active participation. In the specific process, the understanding of skills and knowledge and the improvement of related skills should be completed. In this process, we should pay attention to the integration of theory and knowledge practice with the process as a reference. There is no obvious change in the number of knowledge theories, but the change is mainly reflected in curriculum arrangement. With the help of situational learning activities, students master and store

communication methods, working methods and strategies, constantly improve their professional skills and literacy, and then adapt to the requirements of professional posts more quickly. The basic principle of project teaching method is shown in Figure 1.

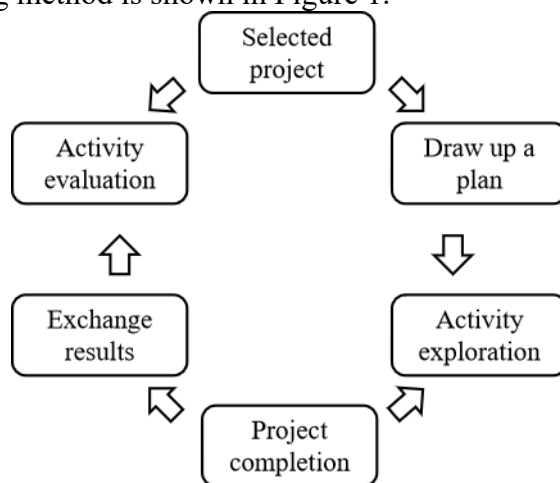


Figure 1 Project teaching method

Teachers actively create scenarios in the course of teaching. No matter the presentation of new knowledge or the review and consolidation of old knowledge, students should be in a similar and valuable environment, thus ensuring the activation of innovative thinking and optimizing the classroom. Knowledge should be implemented through skills in the service process, and teachers should carefully plan before class and prepare according to the standards and procedures stipulated by real posts. In the stage of operation, you can't just give verbal instructions, but you must do it yourself and perform coaching. The purpose is to make students understand and master the working procedures and correct operation methods. Design courses according to the relationship between activities and knowledge, highlight the dominant position of working process in the curriculum framework, select knowledge according to the relevant needs of working process, integrate practice and theory, and then continuously cultivate students' habit of paying attention to the completion of tasks, so as to provide them with a complete opportunity to practice working process. Teachers and students should simulate different roles in teaching content, feel their different psychology and speak from their perspective. In the practical training class, the behavior-oriented teaching method can be adopted, which requires students to take part in the training by playing the role of practical work in the simulation. In the course implementation, students are guided to enter the learning with tasks and attitudes, and their ability to analyze and solve problems in the simulation or real situation is improved, so as to complete the flow of skills and knowledge.

4. Application of project teaching method in innovative practice teaching of wine service

To meet the demand for the ability of wine service and management positions, we should train and cultivate students' social, professional and methodological abilities. The cultivation of professional ability focuses on the acquisition, formation and innovation of ability knowledge. The curriculum growth of wine service and management should be guided and guided by the educational objectives promulgated by the state. Although the curriculum research and growth of liquor service and management should be based on the differences and characteristics of the school, and then highlight the characteristics of the school, with a tendency and emphasis on the specific target level. As an individual's ability to complete functional responsibilities and tasks, professional ability should be constructed in the stage of hotel personnel training, so as to teach students professional quality, professional ethics and skills, so that they can quickly enter the role. The design and compilation of the course of wine service and management use horizontal course organization types. On this basis, under the premise of keeping the selected classroom factors different, we seek the internal relationship between the factors and then integrate them into a unified whole. The key point of integration lies in the integration of affection, skills, cognition and

knowledge.

The four-level management system model of the hotel is adopted to manage the project classroom teaching, that is, under the guidance of teachers, students are divided into several groups according to the number of students, and at the same time, excellent students are selected as group leaders with reference to the organization of the hotel (Figure 2).

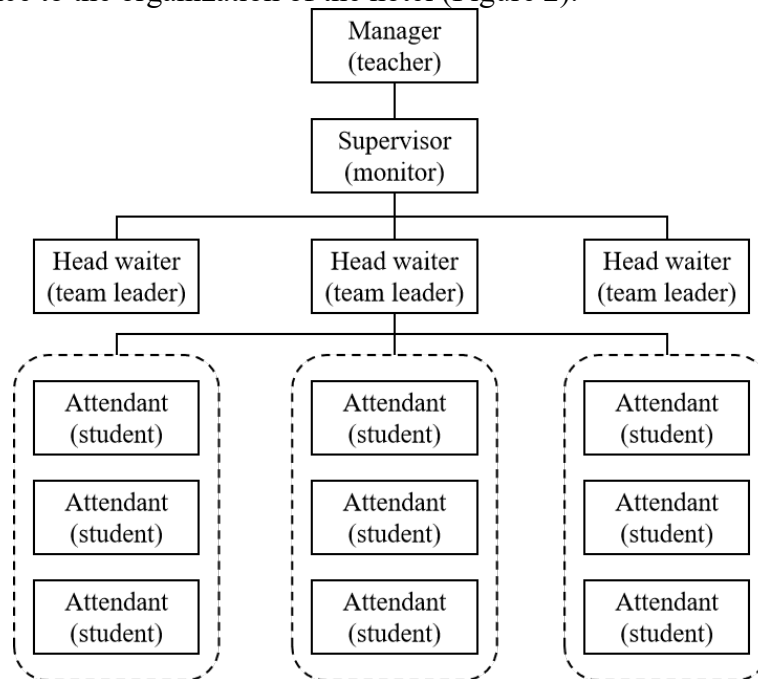


Figure 2 Organization

Higher vocational education has both the characteristics of higher education and the particularity of vocational education. Compared with ordinary college students, higher vocational students' cultural quality is worse, but their practical ability is higher. Therefore, theoretical knowledge cannot be transmitted blindly in the stage of theoretical teaching. The course content of wine service and management should always be continued and developed. All curriculum structures and contents should be revised following the growth of economic times. Not only that, we should always sum up new situations and new problems according to the changes in students' minds, so as to better help and guide students. Based on the analysis and decomposition of the tasks that should be completed in the wine service and management profession, master the knowledge of working mode content and skills needed for task completion. Experts who conduct task analysis should be able to accurately and deeply understand the quality requirements and objectives of task analysis, so as to ensure the reasonable determination of the follow-up curriculum framework. In the stage of curriculum R&D implementation, we should adopt the common educational purpose to guide and standardize R&D activities, and reduce and weaken the random behavior in the process to enhance its rationality and scientificity. A strong purpose should be the pursuit and choice of all curriculum R&D processes, so as to further avoid and prevent curriculum R&D from becoming a staff-based curriculum or a self-designed curriculum.

5. Conclusions

The purpose of curriculum based on working process is to regard the implicit and explicit knowledge involved in work as a whole, and with the help of the summary of typical tasks in the field of action, curriculum design, educational curriculum has career orientation with process knowledge as its content. The knowledge theory and skill practice of vocational education should be situational and closely linked with vocational activities. The purpose of implementing project-based teaching method is to meet the actual job requirements of professional posts, cultivate higher application-oriented professionals to meet the needs of society, and realize the "seamless

connection" between the talent training specifications of higher vocational schools and the talent requirements of social employment posts. Compared with the traditional teaching method, project teaching method has great advantages, which can effectively enhance students' enthusiasm and enthusiasm for participating in the teaching process, and also help students to better connect with the actual situation. The design idea of working process concept is constructed, and the components of curriculum design are highlighted. On the practical level, the process knowledge theory is applied to the course case of wine service and management, thus demonstrating the significance of the working process operation mode of vocational students' relevant professional ability training.

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