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# Research on the Cultivation of Innovative and Applied Talents of “Promoting Education through Competition” in Tourism Management Specialty

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**Abstract:** Taking the tourism management major of Taishan University as the research object, this paper analyzes the current situation and problems of promoting education through competition, and on this basis, puts forward to accurately interpret the connotation of the competition, change the talent training mode, decompose the tasks of discipline skill competition, integrate into classroom teaching and practice, institutionalize the competition at all levels, promote full participation, and build a double qualified guidance team for tourism management Improve the guidance level of discipline skill competition and other effective ways, transform competition resources, promote the integration of competition and education, and help cultivate high-level applied talents.

**Keywords:** Promoting education through competition; Talent training; Tourism management major

**DOI:** 10.12346/fhe.v3i4.4792

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## 1. Introduction

Since the 18th National Congress of the Communist Party of China, China has put forward development strategies such as “craftsman spirit” and “skill power” to provide more solid talent support for economic transformation and upgrading and comprehensively improve teaching quality. In the outline of the national medium and long term education reform and development plan (2010-2020) issued by the Ministry of education, it is proposed that “testing the teaching quality through skills competition is one of the important means to improve the quality of education and teaching”. The skill competition is not only conducive to the professional construction, curriculum reform and the construction of experimental training conditions in Colleges and universities, but also reflects the talent training quality of colleges and universities to a certain extent, and is leading the teaching reform to a new height. Therefore, how to make the skill competition lead the reform of professional courses and teaching mode, so as to promote and integrate the two has become the focus of university research. Taishan University aims

to build a high-level applied university, and the major of tourism management was rated as a national first-class undergraduate major in 2019. Taking the major of tourism management of Taishan University as an example, this paper analyzes the current situation and problems of “promoting education through competition”, and constructs an effective way of “promoting education through competition”, which is of great significance to cultivate compound and applied high-level talents.

## 2. Theoretical Significance and Practical Value of Promoting Teaching by Competition

In recent years, higher education has paid more and more attention to all kinds of competitions, especially participating in college students' discipline competitions with high gold content, which is of high value. First, at the student level, by participating in competitive activities, you can not only improve your professional ability and professional quality in the short term, but also enhance your self-confidence and ability of foreign exchange. The competition integrates ideological expression, technical performance and strategy analysis, and integrates with

ecology, humanities, history, social economy and other disciplines. The competition results have certain requirements for students' comprehensive ability. The mode of competition instead of practice can promote the improvement of students' ability; Through the competition, students can communicate with their peers around the world through their works, so as to broaden their horizons, understand the differences of different regional cultures, and draw corresponding conclusions from different observation perspectives. Specific topics can promote students to think actively, carry out targeted design, solve practical problems, and understand the thinking process and related contents of other students.

Second, from the perspective of teachers, participating in competitions can promote teaching, track the hot spots of tourism industry and understand the development trend of tourism industry. The diversification of students' participation types helps to expand teachers' knowledge. The improvement of participation level requires teachers to guide students to build a reasonable knowledge framework and design personalized education methods according to different teaching objects. In order to improve students' thinking ability and expand their learning depth, teachers can lead students to carry out scientific research activities, so as to stimulate students' interest in scientific research and sense of social responsibility, and give play to the leading role of colleges and universities in scientific research through different levels and types of competitions. The determination of the competition theme is closely related to the hot topics of the current discipline. Students can understand the cutting-edge knowledge of the discipline while analyzing the competition theme.

### **3. Current Situation and Problems of Tourism Management Specialty Promoting Education by Competition**

This paper takes the tourism management major of Taishan University as an example. The tourism management major of Taishan University has participated in the discipline skill competition for a long time and has achieved good results. However, there are still some limitations in transforming the competition resources into classroom resources in promoting teaching through competition.

First, at present, the major of tourism management is still limited to traditional education and teaching methods to a great extent, and has insufficient cognition of practical teaching. For example, through the social research on the demand for tourism management talents,

it is found that tourism management related enterprises have relatively high requirements for the theoretical and practical ability of tourism management students, especially the students with strong practical ability can better meet the current needs of social development. From the current teaching of tourism management course, although the practical hours and practical credits have been improved, from a professional point of view, students' practical ability and operation level can not meet the needs of high-quality and highly skilled talents for the economic and social development of the new era, and there is still a great room for improvement.

Second, the discipline skill competition is divorced from the professional teaching. Nowadays, the rapid development of tourism industry requires teachers to constantly innovate the professional teaching content and teaching mode. College students' innovation and entrepreneurship competition, "Challenge Cup" Chinese college students' Entrepreneurship plan competition, national service skills competition and other events have become a window for teachers to understand and master the needs of enterprises for the practical ability of students of this major. At present, the school actively promotes teachers and students to participate in various competitions, and guides teachers and participating students to give up daily learning for competition training; On the other hand, classroom teaching still uses old teaching materials. Talent training and curriculum construction are divorced from the actual needs of enterprises and industries. There is a large gap between the teaching content and the needs of jobs. The teaching mode is still "theory + practice", and there is no time for "integration of theory and practice" and "integration of teaching and practice", that is, the competition is not integrated with talent training, The correlation between teaching and competition is low.

Third, the degree of participation in the subject skill competition is low, focusing on "elite training" rather than "all staff education", and students benefit unevenly from the competition. Colleges and universities with tourism management major attach great importance to various skill competitions. The award ranking and award rate can not only reflect the quality of talent training, but also an important supporting condition for the evaluation and employment of teachers' professional titles. However, only one team (composed of 2-4 students) can participate in one event and one school. Only a few excellent students who have passed the school selection and training before the competition can have the opportunity to participate in the competition. During the intensive training, students

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can get one-on-one guidance from teachers and can use the special equipment for the competition alone; Moreover, due to the short time for preparing for the competition, the school will ensure the students' training time by suspending classes, and does not really achieve the "integration of competition and teaching".

#### **4. Ways to Promote Teaching through Competition and Integrate Competition with Teaching**

##### **4.1 Accurately Interpret the Connotation of the Competition and Change the Talent Training Mode**

The construction of applied universities is the type of education most closely related to economic and social development, which meets the talent needs of social development and trains high-level production, service, technology and management talents. The core of professional teaching is practical ability. Only by paying full attention to and strengthening the ability of integrating theory with practice can we continuously improve the comprehensive quality and ability level of students in applied universities.

The subject skill competition plays an important role in promoting the transformation of higher education. The key to the construction of applied universities lies in whether the talent training mode is scientific and reasonable. The traditional talent training mode of "emphasizing theory and neglecting practice" can no longer meet the needs of social development. In order to promote the transformation of talent training mode, it is necessary to reconstruct the talent training mode from the aspects of the goal, content, subject, method and carrier of applied university education. In recent years, the subject skill competition has actually become one of the important means to improve students' comprehensive quality, innovation ability, practical skills and innovation and entrepreneurship awareness<sup>[1]</sup>. The evaluation standard of the competition further defines the requirements for the implementation of quality education in applied universities, promotes the transformation of talent training objectives from single to comprehensive, and promotes the transformation of teaching content from emphasizing theoretical discipline system and paying attention to the cultivation of practical ability.

Subject based skills competition is a means of leading and demonstrating, knowledge testing and incentive, rather than the ultimate goal of applied university education. In the process of promoting teaching through competition, we should try our best to improve the "double qualified" quality of teachers, speed up the construction of

practice and training base, promote the deep cooperation between schools and enterprises, implement education and teaching reform and improve education and teaching quality, implant the advanced concept of skill competition into the whole process of talent training in applied universities, and internalize the normative requirements of professional skill competition into the teaching process, Further promote the transformation and innovation of the school's professional teaching mode and talent training<sup>[2]</sup>.

##### **4.2 Decompose the Task of Subject Skill Competition and Integrate it into Classroom Teaching and Practice**

Through the discussion among teachers, analyze the contents and tasks of the subject competition, and decompose them, and then divide the decomposed contents and tasks into several project-based modules, which are embedded in the relevant courses. All students can learn hot and cutting-edge knowledge, and the classroom will be richer and more vivid and arouse students' interest due to the integration of the contents of the competition. Taking the national hotel service skill competition as an example, the subject skill competition is divided into three modules: English interview, theoretical knowledge and skill test (including Chinese food table, Western food table, room service and bar service). The main courses involved in the competition include tourism reception industry, tourism situational English, introduction to hotel management, lobby and room management, catering management Tourism vocational skills training, lectures on Tourism frontier issues, introduction to Chinese culture, tourism aesthetics, Tourism Etiquette, physical training, tourism business English, bar operation and management, etc<sup>[3]</sup>. The content of "English interview" in module 1 of hotel service skills competition can be integrated into courses such as tourism situational English, tourism business English, lectures on cutting-edge tourism issues, etc; Module 2 of the competition can be integrated into courses such as introduction to Chinese culture, tourism reception industry, introduction to hotel management, lobby and room management, catering management, bar operation and management, etc; The content of module 3 can be integrated into tourism vocational skill training, Tourism Etiquette, physical training, tourism aesthetics and other courses<sup>[4]</sup>.

The skill part of the national hotel service skill competition accounts for a large proportion. Therefore, in addition to integrating the relevant theoretical content into the classroom teaching, it is particularly important to take the practical content of the competition as a part of the professional comprehensive training course. The

major of tourism management has a large number of students in recent years, but the number of facilities and equipment related to practice and training is small, and the cost of consumables in the bar training room is high. Arranging one class or even more students to attend the training course faces some problems. Through only a few years of practice, the practical operation contents of the above three modules are divided into several task items, each person is assigned a group of students, and then rotate after completing a project training according to the specified time, which solves the training arrangement of students in a whole class. After checking the facilities and equipment again, you can continue to complete the next task <sup>[5]</sup>.

### **4.3 Institutionalize Competitions at All Levels and Promote Full Participation**

The discipline skill competition has been institutionalized, standardized and long-term in all provinces and cities, and the competition time is basically fixed. Taking the hotel service skill competition as an example, it is held every other year, usually in May. The author believes that the school level skill competition can be arranged in the first ten days of December of the first year. At this time, the relevant professional courses are basically taught. The students are familiar with the competition content, and can select excellent players for the national competition in May of the second year. Since there are not many skills competitions in tourism management disciplines that ordinary undergraduate colleges can participate in, in order to achieve the goal of full participation, they can cooperate with the local government and other tourism management majors of colleges and universities to hold relevant competitions at the school level, municipal level and even provincial level, so that all students can participate. The school should introduce the competition into the campus culture, change the subject skill competition from the participation of a few teachers and students to the participation of all teachers and students, and conduct a general test on the students' professional theory and practical ability, so as to expand the resources of the subject skill competition to each student and improve the talent training level of the whole profession and even the whole school <sup>[6]</sup>.

There will be many problems in the implementation of "general test" school level skill competition. First of all, the school level should support, form a system, and take measures to mobilize the enthusiasm of teachers and students for the skill competition. First, the school should give teachers certain class salary subsidies, because

teachers have a very large workload in organization, problem setting and assessment implementation; Second, award-winning students should not only be awarded honorary certificates and bonuses, but also have preferential policies in the evaluation of scholarships to stimulate students' enthusiasm for participation. Another problem is that the number of practice and training equipment is small. If the assessment method of national competition is adopted, a group of two people can complete a complete set of tasks within a given 3H. If 40 students in a class are calculated, it takes 60 hours to complete the "general test" school level skill competition, and there may be two classes or more in a major. The competition time is too long, which leads to the "general test" One of the reasons for the difficulties in the implementation of school level skill competition. A better way is to combine the school level skill competition with teaching examination, practical training assessment and students' professional qualification appraisal <sup>[7]</sup>. For example, the school level discipline skill competition is completed in the training and assessment link, and the number of people and examination time can be adjusted appropriately. The assessment content is based on the national competition, and the amount of tasks can be deleted to save time. Taking tourism management as an example, four people can complete the task in one hour. The whole "general test" school level skill competition can be completed in 2 ~ 3 days, and the students' practical training assessment has also achieved results, killing two birds with one stone.

### **4.4 Build a Double Qualified Guidance Team for Tourism Management and Improve the Guidance Level of Discipline Skill Competition**

In the past two years, in order to build a high-level application-oriented university, Taishan University has issued a series of preferential policies for the construction of "double qualified" teachers, encouraged teachers to study in relevant enterprises, mastered industry hot spots and new trends, and promoted the guidance level of discipline skill competition to a great extent. First, the subject skill competition is an assessment of students' and teachers' professional knowledge and professional competitive ability. This requires professional teachers to broaden their professional knowledge, pay attention to the theory of career development and the forefront of scientific and technological development, pay attention to the latest changes in the industry, and improve their teaching ability and professional quality. Second, teachers who undertake the guidance work of the competition can effectively carry out the guidance work only after they have a thorough

understanding and grasp of the theoretical requirements, ability structure and skill operation details of each module of the discipline skill competition. Taking the tourism management major of Taishan University as an example, in the formation of the team of instructors, usually 2-3 instructors are responsible for each module. Teachers fully communicate with industry teachers and business backbone of enterprises, fully understand the actual situation and operation details of tourism enterprise management, clarify the talent needs of enterprises, and also help to improve the ability and quality of professional teachers.

### Funding

The 12th batch of teaching reform and research project of Taishan University, research on Optimization and practice of talent training mode of national first-class professional tourism management promoting education through competition (201934); Talent introduction and education planning team of Youth Innovation Team in Colleges and universities of Shandong Province (201903).

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