

## **Tourism Management in Vocational Colleges Based on Vocational Skills Competition-Research on the Specialty Teaching Innovation Strategy**

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**Abstract:** The vocational skills competition has provided powerful conditions and good opportunities for the continuous deepening of the reform of teaching and research in vocational colleges. This article starts with an analysis of the importance of tourism management majors in vocational colleges participating in vocational skills competitions. Based on the current teaching status of tourism management majors, it is necessary to use vocational skills competitions to promote the teaching strategies of vocational colleges' tourism management majors Innovation and reform.

Various vocational colleges attach great importance to the vocational skills competition in the teaching reform. The state has continuously issued policies and documents related to the development of vocational education, and the corresponding vocational skills competitions have spared no effort to exert a profound influence on the reform of vocational colleges' teaching methods, teaching concepts and teaching modes. The application effect of the competition is particularly outstanding.

### **I. Analysis of the Importance of Vocational Skills Competition for Tourism Management Majors**

#### **(I) Vocational Skills Competition**

The vocational skills competition is an organized mass competition that focuses on highlighting operational skills and the ability to solve practical problems based on national vocational skills standards and actual production and management work. In the past ten years or so, the vocational skills competition has been selected from the college, provincial, and national levels in accordance with the "staircase" selection method, according to professional categories and competition items, and has gradually formed a national competition mechanism. The tourism management major is a tourism project. In each event, talents have emerged for tour guide services, theme banquet design, and cooking. It has found many excellent talents for the tourism management industry.

#### **(II) Analysis of the Importance of Vocational Skills Competition for Tourism Management Major**

The first is to take market demand as the guide and further clarify the direction of running a school. The vocational skills competition is a skill competition between different colleges and departments in different regions. The competition organizing committee and industry association experts jointly formulate competition rules, thereby promoting communication between industries and truly reflecting the actual market employment needs. By participating in skills competitions, vocational schools can further clarify the direction of talent training.

The second is to promote further innovation and reform of teaching and research in vocational colleges.

The competition standards of the Vocational Skills Competition reflect the latest industry standards of the tourism management industry. In the daily teaching and training process, teachers apply the actual project training in accordance with the project setting and evaluation standards of the competition. Students' professional skills and comprehensive qualities. At the same time, the

incentive mechanism and competition awareness of the competition can also stimulate teachers' reflection and improvement of teaching methods and teaching effects, strengthen professional knowledge structure, strengthen communication and cooperation with the same industry, and improve business level and teaching ability.

The third is to further improve the comprehensive literacy of students and achieve the goal of cultivating high-quality skilled personnel. The goal of cultivating talents in vocational colleges is to train high-quality technical talents for the country. Through the dual education of theory and practice, it is also necessary to cultivate students' professional ethics, competition awareness, and teamwork. Ways to allow students to learn in practice and grow up in competitions, provide students with the opportunity to show their spiritual appearance and professional ability, comprehensively improve students' comprehensive quality and core professional ability, and lay a solid foundation for future employment.

## **II. Analysis of the Current Situation of Tourism Management Major Teaching in Vocational Colleges**

The major of tourism management in vocational colleges is to cultivate talents for the service industry of the tertiary industry. The quality of talent cultivation is directly related to the overall development of the tourism industry. In teaching, more emphasis is placed on the cultivation of practicality and professionalism. The tourism management course covers a wide range of subjects and is highly comprehensive. All aspects of traditional culture, geographical knowledge, and folk customs need to be proficient. However, there are certain problems that need to be resolved in the teaching of tourism management in various vocational colleges.

The first is the lack of foresight in the formulation of the teaching system. No industry has a consistent employment environment and employment guidance requirements. According to the status and prospects of industry development, vocational colleges should further study and make adjustments in basic teaching, professional courses, practical teaching, etc. At present, tourism management majors are There are problems such as incomplete system and connection in the teaching and training links of theory and practice, which neglect the requirements of vocational positions and the lack of investigation and research on the job market. As a result, the teaching system is lagging and rigid.

The Second is the teaching practice link is not flexible. At present, in the construction of the tourism professional curriculum system in various vocational colleges, the follow-up internships and top-training internships only focus on hotel internships. There is a certain deviation from the internship in tourism management and the internship location does not match the specialty. It also confirms that there are certain shortcomings in the teaching practice skills link, which prevents students from obtaining systematic and standardized tourism management practice experience, which is not conducive to the cultivation of comprehensive application ability.

The third is the quality of professional teachers needs to be improved. Teachers' professional level of teaching directly affects the cultivation of students' professional skills. Whether it is daily teaching activities or vocational skills competitions, students' professional abilities and competition levels directly reflect the teachers' professionalism and teaching level. Teachers in vocational colleges must not only have professional theoretical knowledge, but also strengthen their own practical skills, study the industry's development prospects and the current highest skill level, and improve their overall quality in order to cultivate tourism management that meets market needs and industry requirements Talent.

Fourth is the overall quality of students is uneven. The general consensus in the society is that the vocational college students are relatively inferior to ordinary colleges and universities, the basic knowledge is not solid, the correct learning habits have not been formed, the profound cultural skills and the ability to use languages, and Comprehensive quality requirements are high, and courses need to be set scientifically and reasonably in the course of school training, effectively improving various ability qualities, and laying a good foundation for smooth employment in the future.

Fifth, the school-enterprise integration is not close. School-enterprise cooperation is the most effective way to seamlessly connect professional teaching with corporate employment, and it is also the way for students to obtain the most practical industry knowledge. At present, the vocational colleges have limited teaching resources in the construction of tourism management, and the progress of school-enterprise cooperation is slow and superficial. It is difficult to establish a close, long-term and deep integration of school-enterprise cooperation, which restricts the deep cooperation between schools and enterprises. The effective development of education and the cultivation of students' comprehensive practical ability have fundamentally affected the quality of the tourism management professionals.

### **III. Promote the innovation and reform of the teaching of tourism management in vocational colleges with the vocational skills competition as the starting point.**

The vocational skills competition is an effective carrier to test the reform and development of vocational education and the teaching level of vocational colleges. Provide protection for the society's need to cultivate high-quality composite tourism market talents.

#### **(I) Innovate the talent training model and promote learning through competition**

The main purpose of the Tourism Professional Skills Competition is to test the professional literacy of the contestants in terms of design innovation ability, professional operation ability, on-site problem handling and analysis ability, and health and safety operation. The contestants come from professional students from various vocational colleges. The student's performance not only reflects the comprehensive ability of the students, but also a comprehensive reflection of the teaching level of vocational colleges. Students majoring in tourism management must possess the core competencies of students such as basic tourism service capabilities, tourism hotel reception service capabilities, tourism business management capabilities, tour guide service capabilities, hotel service management capabilities, and social skills. Vocational colleges should focus on the evaluation standards and competition rules of vocational skills competitions, focus on the cultivation of students' core abilities, supplement the cultivation of quality and innovation abilities, and change the traditional "education-oriented" educational concept. Students' ability is the basis, taking vocational skills as the professional training direction, formulating talent training programs for students, and participating in vocational skills competitions to let students understand their own learning mastery status, practical ability, professional literacy, and targeted learning methods. Improve the learning efficiency, improve the overall quality, and meet the needs of front-line positions in the tourism industry.

#### **(II) Innovate teaching and research mode of teaching, promote teaching by competition**

The first is to update course settings. The competition standards of the Vocational Skills Competition are the new requirements of the tourism industry and the benchmark of talent training in vocational colleges. The curriculum of tourism management majors mainly includes professional quality, professional foundation, professional technology and professional development. All vocational colleges should analyze the skills competition, summarize the professional standards, professional knowledge and skills displayed in each competition, and summarize them, integrate them into daily syllabuses, and update curriculum settings to meet the employment needs of students. Lay the foundation for job requirements.

The second is to increase the proportion of practical teaching. Talent training in vocational colleges should focus on competence. As far as participation in vocational skills competitions is concerned, students can respond more easily in the Q & A and other links, but lose more points in the practical links such as tour guides, which affects the overall competition results. The teaching mode of each vocational college reflected through the vocational skills competition should be adjusted to change the previous teaching plan arrangement that emphasized theory and light practice, increasing the proportion of practical teaching, improving students' practical ability, realizing the competition requirements of the project and the training of professional talents

Consistency of abilities, qualities, and knowledge goals to be achieved, and effective integration of professional standards and professional training standards.

The third is to strengthen the construction of teachers. Teachers are the concrete implementers of teaching. The construction of teachers in vocational colleges is related to the implementation of talent training programs, and also to the students' performance in vocational skills competitions. Vocational colleges should speed up the construction of teachers through daily teaching and research team building, national and provincial high-level training, practical training of enterprises, and leadership of skills competitions. Institutionalized, standardized, and scientific training measures are conducive to improving teachers' teaching Competence, especially for the public recognition and reward of instructors who have achieved results in vocational skills competitions, to stimulate teachers' enthusiasm to participate in skills competitions, and to improve their professional level.

### **(III) To Innovate the school-enterprise cooperation model and promote change through competition**

The evaluation criteria of the vocational skills competition reflects the actual employment needs of enterprises. The fundamental purpose of school-enterprise cooperation is to achieve a seamless connection between personnel training and enterprise employment. The combination of the two promotes the fundamental reform of the direction of vocational schools. The holding of the vocational skills competition also highlights the important role of school-enterprise cooperation. Vocational colleges speed up the joint operation of enterprises, the construction of off-campus training bases and on-site training venues. Training equipment can be equipped in accordance with the standards of the competition. The school completes professional and technical operations in accordance with the guidance of professional teachers, and the off-campus training base deepens the practical operation ability. The two-pronged approach not only meets the daily teaching needs of students, but also conducts military drills for participating in vocational skills competitions.

The cultivation of students 'professional core competence is the fundamental purpose of the vocational skills competition. It improves the students' professional practical ability and cultivates high-quality technical and application-oriented talents for society and enterprises.

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