

# Research on the Construction of Connecting Teaching System between Secondary and Higher Vocational Education in Tourism Management Major

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**Abstract:** Connection of secondary and higher vocational education of tourism management major is the key to build a modern tourism vocational education system, enhance the ability of tourism vocational education to support the development of tourism industry, and realize the scientific development of tourism vocational education. In order to improve the quality of convergence, we propose to take the convergence of curriculum system as a breakthrough, do a good job in the process of teaching convergence, and build a scientific teaching system.

**Keywords:** Tourism Management; Connection of Secondary and Higher Vocational Education; Curriculum System

In the teaching of tourism major, the connection of secondary vocational education and higher vocational education can not only promote the long-term development of secondary vocational schools and higher vocational colleges, but also make secondary vocational students get more employment opportunities and enhance the attraction of vocational education. At present, the teaching convergence course of secondary and higher vocational education enables students to obtain better education quality and vocational skills, and can smoothly integrate into the current teaching posts, so that students majoring in tourism can have more vocational education opportunities, and cultivate more practical and applied tourism professionals for the society.

## 1. Research on the mode of the connection between secondary and higher vocational education in tourism major

### 1.1 3+2 mode

A secondary vocational school and a higher vocational school jointly set up tourism management college level education. The secondary vocational school is responsible for the first three years of secondary vocational education, while the higher vocational school is responsible for the second two years of higher vocational education. The student resource is junior high school graduates.

### 1.2 Five Year System model

Higher vocational colleges directly recruit junior high school graduates. In the first three years, they carry out secondary vocational education. In the second two years, they enter the higher vocational education. After a certain assessment, students can choose to obtain a diploma at the end of secondary vocational education and finish their studies. Students entering higher vocational education will get a college diploma after completing their studies.

### 1.3 Normal mode

Secondary vocational schools and higher vocational schools run their own three-year schools. They are admitted through the independent enrollment examination or the national unified college entrance examination. The admitted secondary vocational graduates enter higher vocational schools and obtain the college diploma after completing their studies.

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## **2. Analysis on the connection of secondary and higher vocational education of tourism management major**

### **2.1 The training of professional talents in secondary vocational schools is similar to that in higher vocational schools**

Through the analysis of professional teaching in some secondary and higher vocational schools, it is found that the training of tourism talents in many secondary and higher vocational schools is similar to that in higher vocational schools. In the survey, some higher vocational schools give students the orientation of applied talents and high-quality talents, while some secondary vocational schools give students the orientation of middle and senior professional talents. It can be seen that the teaching goal positioning of these schools is a little confused, which will lead to the teaching connection of tourism courses in secondary vocational schools and higher vocational schools is not close enough, which will have a certain impact on the curriculum setting and teaching in the future.

### **2.2 The cultural course of tourism management major is out of line with the professional course**

After some secondary vocational students are promoted to higher vocational schools, even though the professional courses are relatively easy, there are some cultural basic courses, which are difficult for students to learn. This is mainly because most secondary vocational schools take vocational skills training as the main purpose, ignoring the students' basic culture teaching. But in higher vocational education, the requirements of culture course are relatively higher. Through the comparative analysis of tourism talents training courses in secondary and higher vocational schools, it is found that there are obvious differences in the use of some teaching materials, but many courses offered by higher vocational schools are also offered in secondary vocational schools, and there will be some problems of course duplication. Although the names of some courses are different, the contents of the courses are relatively similar, which will cause some students to think that the knowledge they learned in higher vocational schools has not increased, they just review the knowledge again.

### **2.3 Skills learned by vocational tourism students cannot meet the needs of social enterprises**

The actual training of higher vocational students is professional skills, and the school focuses on the improvement of students' skills. However, some secondary vocational schools have great advantages in teaching, such as joint practice training between school and enterprise, with good teaching resources. In recent years, the domestic higher vocational colleges are gradually developing, and the internal teaching ideas and educational concepts of higher vocational colleges are constantly improving. However, the teaching equipment and venues of tourism management specialty are not in place, the double qualified teachers are insufficient, and the cooperation between the school and external enterprises is not close enough, which will make the students' professional practice training and practical training courses become mere formality. In order to complete all the teaching plans, part of the high skilled talents training in higher vocational colleges cannot show the characteristics of higher vocational students, and some higher vocational colleges are not as good as secondary vocational colleges, which causes that the professional skills of students in higher vocational colleges cannot meet the needs of social enterprise development <sup>[1]</sup>.

## **3. Research on the construction of connecting teaching system of secondary and higher vocational education in tourism major**

### **3.1 Investigating the needs of social enterprises for talents, clarifying the teaching tasks**

Through the research and analysis of those domestic popular scenic spots, large travel agencies, and hotels, we focus on the post demand of these enterprises, so that we can understand the demand of social enterprises for talents, set up tourism professional teaching courses, and build tourism professional posts. The post and its system of secondary and higher vocational graduates are analyzed and studied.

### **3.2 Determining the training objectives of tourism major in secondary and higher vocational colleges**

From the analysis of the employment of some tourism enterprises, it can be found that the teaching posts in higher vocational schools cover a wider range than those in secondary vocational schools, and the employment posts in higher vocational schools involve more difficult work contents. Therefore, in the teaching of tourism major, higher vocational schools should make a reasonable comparative analysis to determine the orientation of talent cultivation in secondary and higher vocational colleges <sup>[2]</sup>.

#### **3.2.1 The training standard of tourism talents in secondary vocational schools**

(1) Professional quality. In the training of tourism talents in secondary vocational schools, we should not only make the graduates have strong political quality, moral quality, and be able to abide by the law, have a strong legal consciousness, but

also make these talents have a certain humanistic quality, have a complete knowledge structure, and correct values. We should make students have the spirit of hard work, hard work, love and dedication, and have strong interpersonal skills, team spirit, sense of service, so that they are willing to think, diligent in thinking, good at hands-on.

(2) Professional knowledge. After graduation, students majoring in tourism in secondary vocational schools should master the basic social etiquette tourism system, as well as the knowledge of domestic tourism destination, communication, tour guide and hotel service management.

(3) Professional competence. Graduates have the ability of interpersonal communication and coordination. They can also deal with different kinds of data and information, apply computers, and master the basic hotel service, room service and restaurant service skills.

### **3.2.2 Training objectives of tourism professionals in higher vocational colleges**

(1) Professional quality. Students should have correct values, world outlook, outlook on life, and abide by the law, have higher professional quality, work experience, honesty, strong sense of service, as well as have a strong team cooperation ability, entrepreneurial spirit, and self-learning consciousness.

(2) Professional knowledge. During the study period, students can master all kinds of domestic human geography, Chinese and English language application knowledge, domestic tourism resources support and relevant laws and regulations, scenic area operation service knowledge and tourism industry marketing planning knowledge.

(3) Professional competence. Students are enabled to have the service ability of the front hall, restaurant and guest room of the hotel, and have the basic guide service ability and computer operation ability. In the tourism industry marketing related marketing planning and marketing ability, the basic e-commerce skills are also needed.

### **3.3 Research on the framework of curriculum system for the connection between secondary and higher vocational education of tourism major**

In the connection of secondary vocational and higher vocational education, we should optimize the corresponding curriculum standards and curriculum system. At the same time, in the whole education system, secondary vocational education is the extension of junior high school. In the curriculum system, we need to meet the students' requirements of future employment and future study. The teaching of higher vocational schools has all kinds of education and innovation of vocational education. First of all, we can focus on the requirements of students' sustainable development in the future. Combined with the future development of tourism enterprises, we should focus on the optimization of practical teaching courses, and use modular settings to further divide the relevant courses of secondary and higher vocational schools into basic modules, core modules and expansion modules. In all kinds of courses in higher vocational schools, more of them are corresponding to the actual positions of enterprises, and the core purpose is to improve students' professional ability. In addition, we should pay attention to building students' various abilities of tourism enterprise operation, scenic spot management and hotel service operation, and gradually cultivate students' interdisciplinary learning ability, so as to improve students' problem-solving ability and creativity in practical work.

## **4. Conclusion**

In the teaching of higher vocational education, we should focus on optimizing the curriculum system and realizing the teaching connection of higher vocational education and secondary vocational education. By strengthening the practical teaching courses of tourism major in higher vocational students, students can participate in the operation of social enterprises and obtain more practical skills to meet the future employment needs, so as to realize the optimization of curriculum system and the cultivation and building of talents' professional ability.

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