

Practice of implementing “situational teaching mode” in etiquette courses in Vocational Colleges

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Abstract: with the progress of society and economic development, tourism has also developed by leaps and bounds. In the hotel industry, the level of service etiquette will affect customers' experience and feelings of the hotel. Therefore, more and more attention has been paid to the course of hotel service etiquette. Vocational colleges are the main positions for cultivating professional talents, and etiquette teaching is one of the most important courses. In traditional etiquette teaching, teachers only teach theoretical knowledge, and students do not know much about etiquette knowledge. With the development of social economy and tourism, there are higher requirements for the etiquette quality of employees. In order to comply with the development of the times and meet the market demand, vocational colleges should strengthen the teaching quality of the course of “hotel service etiquette”. This paper mainly discusses how to implement the effective situational teaching strategy of “hotel service etiquette” course in Vocational Colleges from the perspective of situational teaching method, and puts forward some feasible suggestions.

Key words: vocational colleges; Etiquette courses; Situational teaching; strategy

1. On situational teaching method

Situational teaching method is a method to improve the efficiency of classroom teaching by creating a certain situation, visualizing and visualizing the learning content, stimulating students' interest in learning. In situational teaching, teachers are organizers, guides and collaborators, and students are the main body of learning. In situational teaching, teachers should be the guides and collaborators of students' learning, guide students' observation, thinking, exploration, discovery and positive thinking, and fully mobilize students' enthusiasm for learning. This is also the basic quality that teachers should have. In situational teaching, teachers should be good at creating a loose and harmonious educational situation. Situational teaching method is to let students experience learning and feel the connotation of knowledge in the “activities” composed of various things; Let students find problems in “activities”; Let students acquire knowledge in “activities”; Let students experience emotions in “activities”. Therefore, in the situational teaching method, teachers should provide students with a variety of operating materials to stimulate students' interest in learning. The creation of situations should follow the following principles: truthfulness, intuition, rationality and vividness. Teachers can make full use of objects, models, teaching aids, multimedia and other intuitive tools, and appropriately use audio-visual means to create vivid and intuitive situational education. In order to enhance the effect of classroom teaching, teachers can improve students' learning initiative by means of group learning (student discussion), role-playing, etc; Let students experience emotions in life and other methods to improve children's interest in learning.

2. Teaching problems of hotel etiquette course in Vocational Colleges

First, the teaching concept is backward. In vocational colleges, due to the influence of traditional education, the teaching concept still stays in the traditional mode. Teachers mainly explain knowledge, students passively accept knowledge, teaching methods are single, and students' personality development is ignored; Second, the teaching content is not scientific enough. The teaching content of hotel etiquette course in vocational colleges is abstract and boring. This requires teachers to have strong practicality and operability when explaining etiquette knowledge; Third, ignore the practice teaching. Due to the poor theoretical basis of vocational college students, it is easy to retreat when they encounter problems in practice. In this regard, the author believes that the hotel etiquette course should be integrated with situational teaching, and then combined with students' practice to build a new form of professional teaching and promote the effective improvement of students' professional quality. For example, after teaching each knowledge point in class, let students carry out corresponding operations; Arrange students in the school to go to the hotel for practical training; These courses can also be put into the summer social practice, allowing students to enter the corresponding enterprises for personal experience. In short, the teaching of hotel etiquette course in vocational colleges should not only simply impart knowledge, but also pay attention to the cultivation of practical ability, so as to ensure that the knowledge learned by students can be applied, so that students can become high-quality and highly skilled hotel management talents after graduation, and promote the progress and development of the industry.

3. Practice of “situational teaching mode” in etiquette course of Vocational Colleges

3.1 Combine professional quality with professional skills to stimulate students' interest in learning

Hotel service etiquette is a comprehensive course, involving many fields such as hotel management, psychology, linguistics, etiquette and so on. It is a special vocational skill, rather than a simple knowledge reserve. Therefore, teachers can combine professional quality and professional skills in the teaching process, use various resources to stimulate students' interest in learning, and make students treat the course of “hotel service etiquette” as a hobby.

For example, when teaching the “reception and communication” module, it can be taught by simulating the hotel reception situation. In our daily life, we often encounter some etiquette problems. For example, when we eat in a restaurant, we may encounter the rude situation

of the waiter. Therefore, when we enter the restaurant, the waiter should take the initiative to provide us with services and be “polite”. But for the first time to the hotel dining tourists, they do not understand the rules and regulations of the restaurant. Therefore, teachers can take restaurant attendants as an example to teach relevant etiquette knowledge. Students can better master theoretical knowledge in class and understand etiquette content according to their own experience, so as to greatly improve classroom efficiency.

3.2 Create teaching situation in class to realize the resonance between knowledge teaching and emotion

In the traditional etiquette teaching, teachers only teach theoretical knowledge, while students only master theoretical knowledge and have no deeper understanding of knowledge. In such a learning environment, students’ interest in learning is not high, and even have the psychology of weariness. Therefore, in the process of teaching, teachers should not blindly instill theoretical knowledge, but should create a certain teaching situation, through which students can better understand theoretical knowledge.

For example, when explaining the course of “hotel service etiquette”, teachers can show students some working situations of hotel service staff through multimedia teaching. In the picture, a uniformed and smiling hotel service staff received a customer. Through the display of pictures and video clips, students can intuitively feel the situation of hotel service staff receiving customers, and deepen their impression of the knowledge of “hotel service etiquette”. Teachers should let students experience the real working scene and professional feelings when explaining theoretical knowledge. Teachers talk about some typical cases to make students resonate, so as to achieve the resonance of knowledge and emotion in the teaching process, so as to improve students’ interest in learning. In a word, it is easy to stimulate students’ interest in the course of “hotel service etiquette” by using this method in the actual teaching process, which is conducive to students’ mastery of course knowledge and flexible use.

3.3 Improve teachers' professional skills to meet the needs of teaching

The importance of teachers in teaching is self-evident, especially in the course of “hotel service etiquette”. Teachers have high requirements for this course, which requires teachers to have strong professional skills and enough grasp of the teaching process. For teachers, if they want to play a guiding role in teaching, they need to start from themselves. Teachers should constantly learn and improve their professional skills and literacy, and make progress with students. In practical teaching, teachers should focus on practical skills and professional skills, improve their grasp and application ability of situational teaching method, so that students can gain through classroom teaching. Teachers should give full play to their leading role in the classroom and effectively mobilize and guide students’ participation in the classroom. For students with poor professional skills or who do not pay attention to learning, we should do a good job in after-school counseling, provide effective guidance on their learning methods and skills, and improve students’ learning interest and efficiency.

In situational teaching method, teachers’ pre class preparation is also very important. Teachers should make full use of relevant materials, network resources and other related preparations in advance. At the same time, enterprise personnel can be invited to teach in the school or some professionals can be invited to teach in the school. In this process, it is necessary to keep in touch with enterprises and fully understand the industry development trend and skill requirements. At the same time, teachers should master the teaching skills and methods, learning methods, etc., to better play the role and function of situational teaching method.

3.4 Strengthen the construction of training base and improve students' practical ability

By strengthening the construction of training base, we can provide students with professional skills training and practical operation opportunities, so as to improve students’ practical ability. The construction of training base should be combined with courses and completed in practice. The course of hotel service etiquette is characterized by strong practicality, applicability and comprehensiveness. Therefore, teachers should strengthen the construction of practical teaching system and improve students’ ability to apply theoretical knowledge in combination with teaching content and industry needs. In the training base, students should be provided with different forms of practical operation opportunities. First of all, we can carry out on campus training. Make use of the existing facilities of the school to provide students with simulated situation practice, including simulated scene setting, role play and other methods; Secondly, campus training can be carried out in the hotel. Including simulated hotel reception, simulated banquet and other scenes, so that students can practice in a real working environment; Finally, the use of off campus training base. The school should actively cooperate with enterprises in the industry to provide students with off campus training opportunities. For example, setting up hotel service etiquette situations in tourist attractions allows students to practice under the guidance of professional teachers, so that students can understand the requirements of service etiquette norms and master service etiquette skills. In addition, the off campus training base should be used to improve students’ innovation ability and professional ability, and some professional innovation and entrepreneurship bases should be set up in the hotel to encourage and help students to start businesses and obtain employment, and to encourage and help students to participate in professional skills competitions or vocational qualification certificate examinations.

3.5 Using modern teaching methods to realize the interaction between teaching and learning

At present, in the information age, teaching means are diversified. Teachers can introduce video, audio and animation into classroom teaching through multimedia teaching platform. Using the advantages of multimedia teaching, such as vivid pictures and sounds, can create a good learning atmosphere for students, so that students can accept knowledge in a relaxed and pleasant atmosphere. Therefore, teachers should pay attention to the following points when using multimedia technology: first, teachers should make some vivid pictures and videos to show to students; Second, teachers should appropriately use network technology to assist teaching, so that students can understand more etiquette knowledge. For example, by watching the photos and videos of hotel service personnel on different occasions, students can understand what etiquette hotel service personnel should pay attention to on different occasions. Third, teachers can properly use ppt courseware to assist teaching. Ppt courseware is a very good resource library, which can not only assist teachers in lecturing, but also assist

students in learning. Therefore, when using courseware, we should pay attention to: the content should be simplified, the operation should be simple, the forms should be diverse, and the functions should be practical, so as to build a high level of situational teaching.

3.6 Improve the evaluation system and highlight the practicability of the course

The assessment and evaluation of students in higher vocational colleges should not only be limited to the mastery of theoretical knowledge and skills, but also pay attention to students' practical ability and innovation ability. Teachers should highlight the practicability of assessment and evaluation, and pay attention to the assessment of students' practical ability and innovation ability.

For example, in the course of "hotel service etiquette", teachers can increase the assessment of how students answer guests' questions when they meet guests in the hotel, and let students master "hotel service etiquette" in the process of practice by simulating the situation. For another example, in the course of "hotel service etiquette", teachers can increase the assessment of students' service attitude and service skills. For example, "etiquette reception and guest communication skills", "service language skills and communication skills" can be taken as one of the contents of the course examination. The evaluation system should be diversified, comprehensive and rational. Higher vocational colleges should pay attention to the cultivation of students' practical ability and innovation ability, and strengthen the assessment of students' practical ability and innovation ability, so as to meet the requirements of the society for talent cultivation in higher vocational colleges.

To sum up, situational teaching plays an important role in the innovation of hotel etiquette course in vocational colleges. Therefore, teachers should have a correct understanding of situational teaching and conduct in-depth exploration on how to integrate with professional teaching. In practice, situational teaching can be implemented in the teaching of hotel etiquette course by combining professional quality with professional skills, creating teaching situations in class, improving teachers' professional skills, strengthening the construction of training base, using modern teaching methods, and improving the evaluation system, so as to build a modern professional teaching environment and cultivate high quality, high levelHigh quality professionals.

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