

An Analysis on the application of teaching methods in Operation and Management Major of high - star hotel

Li Pan

Sichuan Tourism School, Chengdu 610200, China

Abstract: As an important professional training position, the teaching of operation and management of high-star hotels in secondary vocational schools must adapt to the development of hotel enterprises and their requirements for employees. Therefore, secondary vocational schools must break the traditional didactic teaching mode, combined with the teaching content, student characteristics and the actual needs of enterprises, through the development of action-oriented teaching method to cultivate students' professional skills and professional quality. In this regard, this paper briefly describes the current situation of training talents for operation and management of high-star hotel in vocational schools, and explores the effective application of a variety of teaching methods, hoping to provide some experience for vocational schools to carry out the teaching of operation and management of high-star hotel.

Key words: secondary vocational schools; Operation and management of high-star hotel; Teaching methods

The so-called action-oriented teaching method, in fact, is a kind of teaching method to promote the positive changes in students' behavior, emphasizing various methods to encourage students to learn and solve problems independently, so as to achieve the purpose of shaping students' multidimensional personality. In this paper, the action oriented teaching method as the guidance, combined with the learning characteristics of secondary vocational students and hotel enterprises on the requirements of talent quality, through the use of a variety of teaching methods to implement the action oriented method, the harvest of good teaching effect.

1. Analysis of the current situation of personnel training for operation and management of high star hotel in secondary vocational schools

From the current point of view, most secondary vocational schools to all kinds of professional personnel training through the "2+1" training mode to achieve. The application of this teaching mode comes more from the educational practice of secondary vocational colleges, which is a more practical and feasible talent training mode. At present, many secondary vocational colleges are three-year, and the talent training is divided into two stages: the first stage, students need to learn two years of professional theoretical basic knowledge and basic skills necessary for vocational positions, and form a certain professional quality; In the second stage (the third year), students are usually assigned to work as interns in different enterprises, aiming to further improve their vocational skills and practical ability through practical operation training.

It can be seen that this talent training mode can be well based on the requirements of vocational posts, and carry out teaching according to the characteristics of posts, to help students master basic professional theories and vocational skills, so as to ensure that the professional talents cultivated by the school are more in line with the needs of employers. Of course, this teaching mode also has some drawbacks, such as students can not master and apply the theoretical knowledge they have learned, and can not well combine the basic theory and vocational skills in the practical work. Therefore, it is necessary for secondary vocational teachers to actively use a variety of effective methods to explain professional knowledge and basic skills to students when carrying out professional courses teaching, so as to cultivate their flexibility and adaptability, so that they can quickly adapt to the social environment after entering the workplace in the future.

2. The application strategies of teaching methods for operation and management of high star hotel in secondary vocational schools

(1) Create situations and carry out simulation teaching

For most students, they are still unfamiliar with the working environment of the hotel. Therefore, in order to let students feel the working environment and atmosphere of the future career position in advance. And through the creation of situations to carry out simulation teaching, for students to create simulation rooms, simulation bars, simulation of the lobby and other teaching situations, so that they have a kind of experience in the hotel environment and restaurant environment, can bring them a good sensory learning experience.

For example, teachers can play beautiful and comfortable music for students, let them observe the overall layout of the simulation of the lobby, the main equipment of the simulation of the guest room, etc., through this way to help students correctly understand the job responsibilities of the service industry, the nature of work and labor characteristics. For another example, when teaching knowledge related to Western food dishes, teachers can bring students to the Western food operation room of the school, so that they can personally experience the cooking process of dishes, and even let them taste a variety of delicious food. In this way, teachers can turn the complicated words in the book into concrete scenes, making the whole teaching process more vivid and profound, which can not only effectively stimulate students' interest in learning, but also further enrich the teaching content, making the teaching more intuitive. In addition, in the teaching process of the restaurant, the teacher should pay special attention to the teaching of guest service skills to the students, can be arranged as a VIP reception table, invite students to participate in the banquet as a VIP, and enjoy the teacher (played by the waiter) to provide a series of normative services, including serving food, pouring wine, removing bone dishes and other processes. The teacher's personal demonstration

can not only provide students with direct imitation and positive guidance of the reference entity, but also enable them to form constantly strengthen their own professional skills to get conscious awareness.

(2) Carry out the teaching of example analysis based on the case

Example analysis teaching method is a teaching method that makes use of specific situations. It mainly guides students to discuss the problems in the situation and find solutions through a specific description of the educational situation. In this regard, teachers can set corresponding cases for various problems that may occur in the future work of students, or collect and integrate existing problems in the actual work to set up specific cases, and organize students to discuss in groups. Students are required to discuss and analyze the problem from the positive and negative levels, and the final results of the discussion within the group are clearly and completely expressed in language through arguments, arguments and arguments. Then, teachers and students will comment on the results together to further improve the thinking structure of students.

For example, in the catering service work, sometimes it is often encountered that the customers feedback that there is something wrong with the dishes and ask for the dishes to be returned; There will also be cases of accidentally spilling food soup onto the guests; Or the guest suddenly fainted, found that the guest took the restaurant utensils, found that the guest has not paid the bill to leave the restaurant and other circumstances, these problems are a certain typical restaurant case. Teachers can take these problems as cases to expand the analysis of teaching, let the students analyze and discuss how to better deal with these problems, so that they gradually form a good language expression ability, observation ability and independent thinking ability. In a word, example analysis teaching provides students with a high-quality learning platform to discover, analyze and solve problems. By leading students to analyze, discuss, think and make decisions on specific cases, teachers can not only well stimulate students' potential to solve problems, but also further promote the cultivation and development of students' decision-making ability.

(3) Role play and integrated teaching

In the operation and management major teaching of high star hotels in middle and vocational schools, teachers can organize students to play roles, guide students to correctly understand various social roles, make them fully understand the connotation of their roles, and help students lay a solid foundation, so as to provide guarantee for them to enter professional positions and even adapt to social development.

For example, teachers can organize students to play roles to carry out integrated teaching when explaining the reception of individual customers in the front office and inquiry service in the front office. Students are asked to play the roles of guest, receptionist and so on in groups, and they are required to perform in both Chinese and English, and the content of the performance needs to be collected by each group member. Before class, each student should actively collect all kinds of information about the social service industry to make full preparation for the class performance. Alternatively, students can be encouraged to investigate the service industry and write the performance script that can reflect various problems in the service industry. In the class, each student is required to integrate into the performance activities, real and image will appear in the social service industry of a variety of positive phenomena or negative problems through the way of role play. Through role-playing integrated teaching, students can fully understand the nature and environment of work in the service industry in the process of script selection and role formulation, so that they can have a more profound grasp of industry requirements and rules, so that they can gradually form good professional behavior habits.

(4) Design projects and carry out action-style teaching

In the teaching process of operation and management of high star hotel in middle and vocational schools, teachers can design a complete "project" project and organize students to practice and implement it, which is conducive to improving students' motivation of learning and action. This teaching method can explain the sex-oriented service industry from multiple aspects, which is conducive to the cultivation and development of students' comprehensive vocational ability. Its teaching links mainly include student investigation and research-data collection - creative design - processing and production - results display, etc., which can objectively and truly reflect the spiritual outlook and artistic taste of the service industry employees.

For example, when teachers explain the relevant contents of banquet design, they can carry out specific teaching guided by three major themes, including wedding banquet, birthday banquet, buffet party, etc. For example, when designing the banquet table, students can form a project team by drawing lots, and make clear requirements: the theme should be novel and clear, the form is unique, the content is healthy, etc. After the release of learning tasks, each team member should stimulate their own innovative thinking, divide the labor and cooperate, and jointly complete various practical links such as the generation of project ideas -- the establishment of the theme -- the revision and finalization of the design scheme -- the implementation and operation -- the display of results. Finally, through student self-evaluation, student mutual evaluation, teacher evaluation and other ways to evaluate and summarize the results of each group member, so as to promote the students' innovative consciousness to be sublimated again.

(5) Brainstorm ideas and carry out exploratory teaching

In practical teaching, teachers organize students to brainstorm and find solutions to problems together, which is conducive to stimulating students' enthusiasm and initiative to make comments on a certain issue. In this process, students' thinking can be effectively collided, and each other can be inspired and stimulated. Therefore, this teaching method is also a learning method to help students improve their self-conception.

For example, when the teacher is teaching the contents related to the equipment of guest room items, first of all, the students should be grouped. The students will be divided into several study groups, and one of the members will be chosen as the leader. The leader will be responsible for organizing group discussion and collecting opinions. Secondly, the study task should be published. Such as familiar with the

room equipped with items; Ask questions and discuss: What green guest items can be provided in modern hotels? How can you save energy? ; Write the results on the paper, and the students in the group shall elect a member to take the paper to the platform, and make solutions or solutions according to different results. Finally, make a summary. Teachers and students jointly analyze the contents expounded by each group, sum up the most feasible and reasonable implementation plan, and promote and learn the plan.

(6) Set questions and carry out cooperative teaching

Questioning is an essential part of classroom teaching, which can effectively test students' understanding and mastery of knowledge. In the teaching process of operation and management major of high star hotel in middle and vocational schools, teachers can show questions through cards, and timely add or subtract, move or change the contents of cards according to actual needs, which is conducive to the rearrangement of questions and can greatly improve the efficiency of students' classroom discussion. Compared with the traditional teaching methods, this teaching method is more oriented and targeted, and can ensure that students can gain more knowledge in limited time.

For example, when teaching students ordering skills, teachers can use cards to show them various questions about ordering services, increasing the cooperation and communication between students and teachers. Before class, teachers can set questions based on customer types, recommended dishes and other contents, make small cards, and distribute them to each group in a disordered order in class. Students are required to paste these cards on the corresponding position of the wall chart on the blackboard within the specified time. Through the teachers and students to discuss, reach a consensus and draw a final conclusion, so as to make it clear the relationship between the customer type and the recommended dishes.

3. Concluding Remarks

In a word, there are many teaching methods and forms for the operation and management major of middle and vocational high star hotels. This paper simply introduces six teaching methods, including creating situations, combining cases, role playing, designing projects, brainstorming, setting questions and so on. In order to provide students with better and more effective teaching services, teachers of specialized courses in secondary vocational schools need to constantly sum up successful experience and failure lessons from teaching practice, explore more scientific and effective teaching methods, in order to achieve the purpose of improving classroom teaching effectiveness.

Reference literature:

- [1] Yu Liu. On How to Cultivate Innovative Talents in Operation and Management Major of Middle-level Star-rated Hotel [J]. *Economic Management Abstracts*,2020(22):195-196.
- [2] Chaokai Zhang. Research on the Cultivation Method of Operation and Management Professional Talents of Middle and Vocational High Star Hotels based on Craftsman spirit [J]. *China Sankei*,2020(13):61-62.
- [3] Mikhriayi Ikemu. On the Cultivation of Students' Professional Quality in the Operation and Management Major of High Star Hotel [J]. *Time-honored Brand Marketing*,2020(02):82-83.
- [4] Yu Jiang,Xin Xie. [J]. Jiang Yu, Xie Xin. Research on the Cultivation Mode of University-Enterprise Dual Education Talents in Operation and Management of Middle and Vocational High Star Hotel [J]. *Guangxi Education*,2019(26):25-26+35.
- [5] Qinglian Liao. Current Situation Analysis and approach of Training Talents for Operation and Management of Middle and professional high Star Hotels [J]. *Tourism Review (Second half)*,2019(08):189-190.