

# *Teaching Reform in the Beverage Making and Service Course Based on the National Vocational Students Skills Competition*

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**Keywords:** The National Vocational Students Skills Competition (China), Beverage Service, Beverage Making and Service Course, Teaching Reform

**Abstract:** The national vocational students skills competition (China) has become an important scale for teaching quality in higher vocational colleges. In order to achieve promoted changes we should promote the course reforming which change the standards as the national vocational skills competition by integrating curriculum teaching knowledge, creating new the target of teaching innovation, reforming teaching forms and the course evaluation to train high-quality comprehensive skilled talents.

The national vocational students skills competition (China) is the Ministry of Education sponsored, is an important index of vocational colleges teaching results, is a major in our country vocational education work system design and innovation, is a stage for show the talent of teachers and students, is the training and selection platform of outstanding skilled talents, and also it is leading vocational colleges professional construction and curriculum reform and promote the innovation of talent training mode.

## **1. The Setting Background and Content of the National Beverage Competition**

### **1.1. Competitions Background**

With the vigorous development of economic globalization and tourism, the internationalization of China's hospitality industry market is constantly improving and a large number of overseas well-known hotel brands are constantly flooding into the Chinese market that makes the demand of China's hospitality industry for high-skilled and high-quality talents increasing. In 2023 to set up a new Beverage Service project. The vocational education development center of the ministry of education designed this project to examine the contestants to wine tasting, Beverage Service, bar service and basic operation bar skills and in the Beverage Service Project the players are in line

with the requirements of post standardization and professional through multiple entries comprehensive test for comprehensive use of service skills ability, innovation ability and language expression ability.

### 1.2. Competition Content

The main items of "Beverage Service" competition include wine tasting, Beverage Service, cocktail preparation and service, wine theories and wine marketing plan writing, etc., during the whole process the players should speak English to provide service.(See Table 1)

Table 1: List of items "Beverage Service" in the National Vocational Students Skills Competition

Name of the competition	module name	technology technical ability	Professional core competence and professional summary Together with the ability	Score weight
Beverage Service	Wine tasting and wine serve	1.Wine tasting 2. Sommelier service	1. Tasting 5 white wines and 5 red wines on site 2. Tasting 10 spirits on site 3. Place the glass on the table, open the bottle, decant the wine, try the wine, pour the wine and divide the wine	55%
	Cocktail making and service	1.Cocktail modulation 2.Cocktail Service	Two cocktails of making and service	20%
	Comprehensive ability assessment	1.Wine Knowledge 2.Wine marketing plan	1.Multiple choice questions, 2.Marketing activity plan design	25%

## 2. The Status of Beverage Making and Service Curriculum

The beverage making and service curriculum is a professional skill course of hotel management of higher vocational colleges which has the characteristics of close connection between theoretical knowledge and the industry and strong practicality. With the deepening of teaching reform the curriculum system has changed greatly, such as increasing the proportion of practical courses, strengthening the practice of cooperating with hotels, etc., but the training goal based on the skills competition has not been achieved and the teaching content arrangement fails to reflect the characteristics of the competition project. Each module in the competition not only examines the students' operational skills, professional quality and professional norms, but also requires the instructors to have a solid professional level. However, most teachers of hotel management majors in higher vocational colleges lack practical experience and experience in the competition. The specific performance is as follows:

### 2.1. There is a Gap between the Classroom Teaching Objectives and the Competition Objectives

The curriculum "Beverage Service" is one of the professional skills courses offered by hotel management and digital operation majors and other hotel-related majors. The goal of the course is to target the working ability of bar waiters and bartenders. The "Beverage Service" project is

marked with three projects: 1. This competition docks with new technology, new industry, new business forms and new mode and tests the comprehensive quality and core ability of students majoring in higher vocational tourism in customer service, social communication, flexible strain, organization and management, innovative design, product marketing and so on. 2. The competition guides the teaching of higher vocational colleges to strengthen research from the aspects of vocational post ability improvement, course module design, teaching organization and management, practical teaching organization, etc and connects with 1 + X vocational skill level certificate. 3. This competition promotes the relevant standards of higher vocational tourism majors to further connecting with the industry standards and strengthens the professional students' standard awareness, service awareness, health and safety awareness, environmental protection awareness and other professional qualities.

## 2.2. The Classroom Teaching Content Is Narrow But the “Beverage Service” Project Content Is Wide

The ability requirements of the competition are connected with the teaching content of the curriculum in higher vocational colleges (see Table 2), focusing on: wine knowledge, wine mixing methods and skill principles, cocktail modulation, cocktail innovation and cocktail service. At present the missing ability requirements of the competition include: the lack of corresponding courses for the position of sommelier, such as: wine and spirit tasting, sparkling wine serving and old wine serving. The cultivation of comprehensive ability and quality is not in place, such as: professional theoretical knowledge of wine, liquor, marketing plans, poster designs, etc. In terms of wine knowledge students have an unclear understanding of the connotation of wine, wine culture and cocktail culture differences and the theoretical foundation is weak. Cocktail service for the service awareness and the concept of training is also not enough.

Table 2: Ability Requirements and Course Docking Table of the "Beverage Service" Project in The National Vocational Students Skills Competition

module name	technology technical ability	Professional core competence and comprehensive professional competence	Docking course name	Ability points missing in the course
Wine tasting and wine serve	1. Wine tasting 2. Sommelier service	1. Tasting 5 white wines and 5 red wines on site 2. Tasting 10 spirits on site 3. Place the glass on the table, open the bottle, decant the wine, try the wine, pour the wine and divide the wine	1. Wine preparation and Beverage Service 2. English in Hospitality industry	1. Wine and spirits tasting 2. sparkling wine 3. Service in English
Cocktail making and service	1. Cocktail modulation 2. Cocktail Service	Two cocktails of making and service	Wine preparation and Beverage 2. English in Hospitality industry	1. Cocktail innovation and design 2. Cocktail service 3. Service in English
Comprehensive ability assessment	1. Wine Knowledge 2. Wine marketing plan	1. Multiple choice questions, 2. Marketing activity plan design	1. Wine preparation and Beverage Service	1. Knowledge of wine, spirits 2. Wine matching 3. Marketing plan and poster design

### **2.3. The Bar Service Standard of the Course Is Lower Than That of the National Competition**

In the national competition the bar service runs through the whole module and the score weight is 40%. The service link emphasizes the whole process of English service, the state of contestants is confident and generous, the posture is natural and the interaction with the guests is good. In the classroom teaching process and the practical training exercise the focus mainly focuses on cocktail modulation and the service parts are relatively few, even most of vocational colleges with no service part in this same curriculum. In particular the all-English service process of this course is lacking in most colleges.

### **2.4. The Evaluation of the National Competition Is the Whole-Process Evaluation While the Course Assessment Method Is Traditional, Relatively Simple**

The classroom teaching evaluation methods of this course is relatively single. Although it is also a comprehensive consideration of theory and practice there is a gap with the standards and requirements of the competition. Some colleges and universities still use the traditional and single assessment method. Part of colleges and universities has increased the usual performance and operational results included in the assessment scope and some of them began to join in the practical assessment. But facing in the whole process of evaluation system whole vocational colleges should to investigate students the standardization, professional and standard of basic operation in making cocktail skills and began to focus on evaluation diversities, combination with classroom performances, homework practice, group analysis discussion and team cooperation, etc., comprehensive evaluation of students 'ability and achievement and pay special attention to examine students' active learning ability, analysis and problem solving ability.

### **2.5. The Coverage of the Students Benefiting From the Competition Is Narrow**

At present most of the competitions players are usually one contestant, and two students participate in the team in some competitions. From the selection of the competition to the training there are few students and the coverage of the students benefiting from the competition is narrow. Many other students who are interested in bartender or expect to engage in related industries lack the opportunities to participate and training.

## **3. Teaching Reform in Beverage Making and Service Course Based on the National Vocational Students Skills Competition (China)**

### **3.1. Reform the Curriculum Teaching System Based on the National Competition**

#### **3.1.1. Innovate the Teaching Objectives and Cultivate High-Quality Skilled Talents Who Meet the Standards of the Competition**

The teaching objectives of the course should not only reflect the training objectives of hotel management professionals, but also meet the standards of the competition. The quality objectives in the course should reflect the psychological quality of rules and the theoretical objectives should be based on the operation process of the skills competition and focus on the knowledge points such as wine evaluation, beverage service, meal and wine collocation and wine marketing plan. The ability objectives should reflect the wine evaluation, professional beverage service ability, English language organization ability and communication ability.

### **3.1.2. Integrate the Knowledge Points to Form the Course Content That Meets the Competition Standards**

According to the national competition standard and hotel management professional personnel training plan, combining with the course materials the curriculum knowledge points must be integrated by increasing the practice course beverage service training proportion to format service competition knowledge system which is divided into four modules: wine theory, wine modulation, beverage service and wine marketing. In terms of talent training colleges give consideration to the dual cultivation of ordinary students and technical elites, change the single cocktail preparation skills training, integrate wine culture, beverage service and sales skills and cocktail innovation into teaching, combine Chinese and Western culture, and pay attention to the cultivation of students' wine culture connotation. The standard of skills competition will account for 70% of the course test sites, so as to achieve the goals of promoting teaching, promoting learning and integrating teaching with competition.

### **3.1.3. Reform the Teaching Materials and Expand The Teaching Content And Form of the Integration Competition**

On the basis of beverage service project content and the characteristics of higher vocational college students to write the wine modulation and beverage service training work manual (loose textbook) is necessary and cocktail modulation professional terms and bar service content in the book is better to be written in bilingual and the work manual is including five projects: bar facilities, wine knowledge, beverage service, cocktail modulation, cocktail creation.

### **3.1.4. Reform the Teaching Form That Is the Training Room + the Real Scene Teaching Form of the Enterprise**

The beverage making and service course in the teaching form has been formed with the help of teaching platform, a variety of information and more mature teaching. However there are still defects in this teaching form in students' practical practice and service competition. In order to connect with the national competition, the teaching mode of training room + real scene of the enterprise is conducted and real scene training courses are developed with the lobby bars or bars of the cooperative hotels. While increasing students' identity and loyalty to the enterprise, real scene drills can also cultivate high-quality skilled talents for the cooperative hotels.

### **3.1.5. Reform the Assessment Form That Is With the Assessment Form of "Competitions Instead of Examinations"**

The beverage service project mainly examines wine tasting, beverage service, cocktail preparation and service, wine theories and wine marketing plan, etc. The courses involved include: service etiquette, wine preparation and beverage service, English in hospitality industry. The reformation is including the courses combination, simulation competition form, employing industry experts and enterprise experts as judges. The course combines the results of the simulation competition and the usual results, so as to increase students' professional identity and mobilize their learning enthusiasm.

### **3.1.6. Preparation and Participation in Competition Is Concurrent With Teaching Processes**

That is the implementation of the "group competition" in the classroom teaching to test the five items of classroom teaching in the form of group competitions. According to the comprehensive ranking of wine knowledge and mixing skills coaches recommend students to participate in the

school-level competition in which colleges can test students' adaptability and proficiency to select outstanding players to participate in the provincial and national competitions. This makes students grow faster in an atmosphere of healthy competition through the selection of classroom competitions and school-level competitions and more students in the selection process of comprehensive skills to improve, changes the traditional training style in the past and synchronizes the preparation and competition with the teaching process.

### **3.2. Improve Teachers' Professional ability**

The national vocational students skills competition examines students' comprehensive ability to use professional knowledge and also is a test of the comprehensive quality of professional instructors. Higher vocational colleges should build a high-quality teaching team by not only introducing experienced judges and industry experts, but also encouraging the school professional teachers to conduct front-line practice, study in the high level competition, participate in training, participate in competition, etc., increasing their practical experience to improve their teaching level and promote their teaching quality.

### **3.3. Build a New Model of School-Enterprise Cooperation by Relying on the Competitions**

The enterprises build on-campus and off-campus training bases and optimize the training room equipment based on the national competition. They establish the master studio, laboratory, innovation base, etc., employ bar middle and senior managers as external experts, set up expert think tank group and serve as the beverage course training instructor and course assessment competition judges so as to realize the seamless connection between the school and the enterprise.

### **3.4. Enrich Club Activities and Create a Learning Environment and Atmosphere in Campuses**

A cocktail club can be set up and the instructor will guide the students to practice cocktail mixing. In various activities such as " Welcome the Evening Meeting ", " Skills Festival Opening ", " Higher Vocational College Skill Demonstration Festival ", " Campus Open Day " and other large-scale school activities students could show their cocktail making and service skills, etc. Students spread the cocktail culture through club performances and activities, stimulate their confidence in learning and create a learning environment and atmosphere.

The National competition has a positive role in promoting the development of hotel professional education and teaching which promotes the reform of the construction of the hotel management specialty. Through the competition higher vocational colleges closely follow the requirements of the hospitality industry for professional positions, actively explore a new mode of hotel talent training, realize the connection between the hotel major and the industry and enterprise positions, closely combine the professional courses with the professional standards and complete the connection between the teaching process and the production process. Through the integration of the competition and the course the students' understanding of the professional quality of bars and sommeliers has been enhanced and the practical ability, innovation ability, stress tolerance and comprehensive ability of wine have been improved. The deep integration of schools and enterprises have been strengthened and the reform and innovation of hotel professional teaching has been promoted by the integration of the competition and the course.

## Acknowledgments

This work was supported by Yunnan Open University Scientific Research Fund: Research on the cultivation mode of innovative skills talents for hotel management specialty in higher vocational colleges based on the World Students Skills Competition standard.

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