

Teaching Reform Strategies of a Western Food Service and Management Curriculum Based on National Vocational Student Skills Competition

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Abstract: The competition has become an important scale of higher vocational colleges teaching quality. In order to promote the teaching reform strategies to cultivate high-quality comprehensive hotel industry skilled talents the western food service and management course should be changed by a series of measures, such as blending standards of the competition and the unites, integrating curriculum teaching knowledge, innovating teaching objective, reforming teaching form and curriculum evaluation ways, improving teachers' professional ability and building a new mode of university-enterprise cooperation, etc. National vocational student skills competition (For short as "NVSSC") is sponsored by the Ministry of Education. It is an important index of vocational colleges teaching results, is a major work system design and innovation of vocational education, is to show the talent of teachers and students, is a platform to train and select of outstanding skilled students, is the guider which help vocational colleges to construct and reform.

1. Background and Content of "NVSSC"

1.1 Course Setting Background

With the vigorous development of economic globalization, the degree of internationalization of China's hotel industry market is constantly improving and a large number of overseas well-known hotel brands are constantly flooding into the Chinese market which makes China's hotel industry increasing demand for high-skilled and high-quality western food service talents. In 2020, the restaurant service competition of "NVSSC" set up according to the standards of the World Skills Competition and was merged into the team competition which has been held twice. In 2023 a new competition Hotel Service competition was held and aimed to examine three parts: the front desk, the Chinese and western food service. The competition evaluates service skills ability, innovation

ability, and language expression ability of the whole competitors [1-2].

1.2 Competition Content

"Hotel Service" competition include front desk reception, Chinese theme banquet design, Chinese banquet service, western food service and English application during the service [3-4]. (Table 1)

Table 1. List of the contents of the "Hotel Service" competition of the National Vocational College Skills Competition

Name of the competition	Module name	technology technical ability	Professional core competence and professional summary Together with the ability	Score weight
Hotel service	Front desk service	Check in	1. Ability to read and write working texts 2. Ability to use the hotel front desk system 3. Ability to promote hotel products and local characteristics 4. Proper and friendly customer service ability and communication and coordination ability 5. Ability to analyze customers, adapt to emergencies, and deal with emergency incidents 6. Service quality of love and dedication, excellence, and sincere hospitality	30%
		Check out and leave		
		Handling of complaint or emergencies		
Hotel service	Chinese food and beverage service	1. Banquet setting table theme banquet design 2. Fruit plate making 3. Preparation before meals 4. Welcome service 5. Order service 6. Food service 7. process of dinner service 8. End your work	1. Table top design, menu design, cost accounting and development, and innovation ability of the banquet table 2. Fruit pan making skills and pan loading ability 3. Proper and friendly customer service ability and communication and coordination ability 4. Psychological analysis ability and strain ability 5. Love and dedication, excellence, sincere hospitality, and environmental protection Service quality	40%
		1. Preparation before meals 2. Welcome service 3. Order service 4. Food service 5. Wine service 6. process of dinner service 7. End work	1. Be able to use professional knowledge to recommend and introduce wine pairings 2. Service skills and ability of the leisure restaurant 3. Proper and friendly customer service ability and communication and coordination ability 4. Psychological analysis ability and strain ability of customer service 5. Service quality of love and dedication, excellence, and sincere hospitality	30%

2. Curriculum Status

The Western food service and management course is a professional skill course of higher vocational hotel management major, which has the characteristics of close connection between theoretical knowledge and 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. The 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 in higher vocational colleges attach importance to theory, and lack practical experience and competition experience. The specific performance is as follows [5-6]:

2.1 Students' Lack of Comprehensive Abilities of Contents Leads to the Difficulty of Understanding

The theoretical knowledge and service skills of Chinese and western food in the course are difficult. The knowledge of western food tableware, western food etiquette, and serving order has never been exposed to Chinese students before. Cultural differences and few contact with standard western food students which is difficult for students to understand.

2.2 In Some Higher Vocational Colleges Incomplete Facilities and Limited Training Space Affect the Teaching Efficiency

The particularity of the course lies in a lot of practical operations in the course content which requires students to practice in the corresponding training room and the construction qualities of the catering training room in colleges. Such as tables, chairs, dishes, metal tableware, glasses, and other necessities. In practice the space of practice place should be matching the number of the students at same time.

2.3 Some Higher Vocational Colleges Have More Traditional Methods of Course Assessment

Some colleges still use the traditional and single assessment method. Some colleges have increased the usual performance and operational results included in the assessment scope. And a few higher vocational colleges began to join in the field examination, focus on students' western food service skills of basic operation, professional and standard, began to pay more attention to the evaluation of diversity and combined with classroom performance, homework practice, group analysis, discussion and team work, etc.

3. A Curriculum Teaching Reform Strategy Based on "NVSSC"

3.1. Reform of the Curriculum Teaching System Based on the "NVSSC"

3.1.1 Innovate Teaching Objectives to Cultivate High-Quality Skilled Talents

The teaching objectives of the curriculum should not only reflect the training objectives of hotel management professionals but also meet the standards of the "NVSSC" and have to put the ability training objectives of the competition into the course objectives. The literacy objectives should be known as the consciousness of rules, calm psychological quality, and

never give up. The knowledge objectives should be based on the operation process of skills competition, focusing on the table, napkin, western food service, and English service. The ability objectives should be the adaptability, English language organization, and communication ability [7-8].

3.1.2 Integrate the Knowledge Points to Form a Curriculum System with the Competition Standards

According to the national competition standards we should integrate the knowledge points by referring to the training program of hotel management and the course teaching materials. By increasing the proportion of practical courses, and forming the knowledge system, which is divided into three projects: western food etiquette, western food setting and western food service.

The western food etiquette project is including food and wine pairing and western food etiquette. The western food setting project is including the knowledge of setting and how to cover. The western food service project is including service preparation, welcome and seat, recommend and order, serve dishes, clearing, billing and farewell, beverage service, etc.,. Through the integration of knowledge points the test points of the skills competition account for 65% that covered the dual cultivation of ordinary students and technical elites and achieved the goals of combining promoting teaching, learning and competition.

3.1.3 Reform the Teaching Form and Form A Special Teaching Ways for "NVSSC"

The courses have formed a teaching platform, a variety of information; more mature teaching forms. However, there are still defects in this teaching form in students' training practice and service competition. In order to cope with course practice and meet the diverse needs of students and serve the competition we can jointly develop real scene training courses with the cooperative hotel which can not only increase students' sense of identity and loyalty to the hotel but also conduct real scene drills and also cultivate high-quality skilled talents for the cooperative hotel [9-10].

3.1.4 Reform the Course Assessment Form and Take the Assessment Form of "Competition Instead of Examination"

The western food service competition mainly includes four parts: preparation, covering, food and beverage service (In English in whole process) and post-meal service. The main courses include "service etiquette", "western food service and management", "hotel English". We can assess by some methods, such as curriculum combination, simulation competition, hiring experts as judges. The course makes a comprehensive evaluation based on the results of the simulation competition and the usual results so as to realize the multi-dimensional evaluation of industry and enterprise experts, teachers and students, increase students' professional identity and mobilize their learning enthusiasm.

3.2 Improve Teachers' Professional Ability

The competition examines students' comprehensive ability to use professional knowledge and is also a test of the comprehensive quality of professional instructors. Higher vocational colleges should build a high-quality teaching team, not only in addition to introducing experienced judges and industry experts, but also school professional teachers should be

encouraged to conduct front-line practice, study, participate in training, participate in competition, observe competition to increase their practical experience, improve their teaching level, promote their teaching quality and ensure the quality of combination in competition and teaching [11].

3.3 Build a New Model of School-Enterprise Cooperation

Colleges should Jointly build on-campus and off-campus training bases, optimize the training room equipment, establish the industrial college, master studio, laboratory, innovation base, etc., employ front-line technical experts and senior managers of cooperative enterprises as visiting professors of the college, expert think tank, training instructor for western food service and management courses and judges of course assessment competition. So that can realize the seamless connection between schools and enterprises and cultivate comprehensive high-quality skilled talents adapted to the development of the hotel industry.

The national competition plays a positive role in promoting the development of hotel professional education and teaching and further promotes the reform of professional teaching. Through the competition higher vocational colleges closely follow the requirements of the hotel industry for professional positions, actively explore a new mode of hotel talent training, realize the connection between the hotel major, 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. Students' professional quality, practical operation ability, innovation ability, strain ability and comprehensive ability have been improved and the deep integration of schools and enterprises has been strengthened and the reform and innovation of hotel professional teaching have been promoted.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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