

Research on the Competence Improvement of Etiquette Teachers in Applied Tourism Undergraduate Colleges under the Mixed Teaching Mode

Lei Xin
Guilin Tourism University, 541006
Guangxi, China

Abstract: Guided by professional competence, improving the teaching mode of tourism management specialty in application-oriented undergraduate colleges, promoting the construction of "double-qualified" teacher team, and promoting the combination of work and learning, school-enterprise cooperation are the inevitable trend of the teaching reform of tourism management specialty in application-oriented undergraduate colleges. In this regard, this paper focuses on the analysis of the characteristics of the cultivation of professional competence talents in tourism management, and expounds the necessity of improving the practical ability of tourism management students in application-oriented undergraduate colleges and universities with the guidance of professional competence. The innovation and entrepreneurship and practical education abilities of innovation and entrepreneurship teachers in application-oriented undergraduate colleges and universities need to be strengthened. Specifically, the innovation and entrepreneurship education teaching methods, teaching content system, innovation and entrepreneurship opportunity identification Practical guidance and the ability to integrate expertise and innovation are the key points that should be improved or improved. Based on this, the paper puts forward the main countermeasures to improve the innovation and entrepreneurship competence of teachers in application-oriented undergraduate colleges.

Keywords: Competence Improvement; Etiquette Teachers; Applied Tourism; Undergraduate Colleges; Mixed Teaching Mode

1. INTRODUCTION

Tourism management is a major with strong application and innovation, and cultivating students' good practical ability is the basic requirement of its teaching. The application-oriented undergraduate college tourism management talent training model, which is based on professional competence, requires not only to attach importance to the cultivation of students' knowledge and skills, but also to cultivate students' abilities, qualities, qualities, thinking, etc., to promote students' comprehensive and comprehensive development, so that students can better adapt to the needs of social development. Innovation and entrepreneurship teachers are the backbone of training innovation and entrepreneurship talents, and improving their competence is the key to ensure the quality of innovation and entrepreneurship education.

Promoting innovation and entrepreneurship education is an important way for application-oriented undergraduate colleges to achieve transformation and development. Therefore, it is of great practical value to explore the competence of innovation and entrepreneurship teachers in application-oriented undergraduate colleges. Teachers are one of the important factors that affect the quality and effect of mixed teaching. At present, the research on teachers' mixed teaching ability at home and abroad is still very limited. The existing research results show that due to the lack of content on online teaching and mixed teaching in teachers' pre-service education curriculum system, teachers generally lack the preparation for online teaching ability, especially in teaching methods (Xiao, 2016), All these directly affect the enthusiasm of teachers to carry out mixed teaching and students' learning satisfaction. Among the respondents, 54.6% were male and 45.4% were female.

All have bachelor's degree or above, of which 38 have master's degree, accounting for 17.59%. There are 21 senior executives of entrepreneurial enterprises, 23 teachers of entrepreneurial education, and 18 excellent entrepreneurial alumni, accounting for 9.72%, 10.65% and 8.33% of the group respectively. 34.3% of them came from one-child families, 65.7% from non-one-child families and 76.4% from rural families. Among the surveyed groups, 139 people are interested in entrepreneurship, accounting for 64.35% of the total number, including 98 people who have participated in entrepreneurship training. There is a big gap between the teaching concepts and teaching methods of application-oriented undergraduate colleges and universities and ordinary undergraduate colleges. Its teaching focus is on the application of knowledge and the improvement of operational skills, that is, the improvement of students' personal skills and the improvement of their own professional knowledge system through learning.

2. THE PROPOSED METHODOLOGY

2.1 The Necessity of Improving the Practical Ability of Undergraduate Tourism Management Students in Application-oriented Universities

The teaching of ordinary undergraduate colleges pays more attention to the development of students' theoretical knowledge, and attaches importance to students' in-depth research in a certain aspect. The continuous development of tourism industry puts forward new requirements for the knowledge, ability and quality of students majoring in tourism management. This requires that college education and teaching should be based on the needs of social and economic development, change teaching thinking, adjust teaching

arrangements, improve teaching methods, and improve students' practical ability. The teaching of tourism management in application-oriented undergraduate colleges and universities based on professional competence can broaden students' knowledge fields, enhance service awareness, improve students' comprehensive quality, improve students' practical ability and innovation ability, stimulate students' innovation potential, and realize their own value.

(1) Among the only relevant studies, the focus of the research is still on the construction of the competency structure or model of innovation and entrepreneurship education teachers and the improvement of their competency.

(2) The research on the application of competency model to the evaluation of the competency level of innovation and entrepreneurship education teachers is very rare. In fact, only by applying the theoretical model to analyze and evaluate the current level of teacher competence and providing inspiration for practice, can the fundamental significance of model construction be reflected. Blended teaching is a constantly developing concept.

(3) Different researchers mainly define blended teaching from a broad and narrow perspective. In the broad sense, mixed teaching refers to the mixing of different teaching technologies, teaching methods and teaching places, while in the narrow sense, mixed teaching refers to the mixing of online teaching based on Internet information technology and offline teaching based on face-to-face teaching. However, both broad and narrow mixed teaching must meet two necessary conditions at the same time: first, information technology and teaching are integrated. Classroom teaching is the main channel.

2.2 Construction of competency evaluation system for practical teachers in application-oriented universities

Teachers of entrepreneurship education in application-oriented undergraduate colleges and universities need to practice their internal skills diligently and improve the teaching effect through multiple channels. First, improve the knowledge reserve. Learn business knowledge such as accounting, marketing, management, e-commerce, and master domestic and foreign entrepreneurship policies and regulations. The second is to optimize the teaching organization. The teaching effect of small class system is relatively good. College students are relatively perfect in thinking mode and cognitive system, and have strong independent thinking and certain discrimination ability. Therefore, teachers' practical teaching design and other aspects may not be recognized and supported by all students. In the process of carrying out practical teaching, there will be problems such as students' low cooperation.

3. CONCLUSION

To sum up, the application-oriented undergraduate college tourism management talent training model, which is based on professional competence, is a supplement and innovation to the traditional education model. The application-oriented undergraduate colleges and universities should adopt diversified teaching, pay attention to the combination of theory and practice, and do a good job of combining work and study in employment; Strengthen the construction of teaching staff and establish an excellent teaching team with rich practical experience; On the one hand, it helps to understand and grasp the level of practical teachers, and to a certain extent provides a basic basis for the evaluation and

employment of teachers in application-oriented undergraduate colleges; On the other hand, promote the improvement of teachers' self-teaching ability, and then continuously improve teaching quality and teaching effect. This is not only the requirement of modern teaching development for teachers, but also the need of transformation and development of application-oriented undergraduate colleges.

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