

Original Paper

A Study on the Teaching Innovation of Hotel Management Professional Curriculum Based on Constructivism Theory

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Abstracts

Changes of customer demand and the development of information technology have driven profound changes in the hotel industry, and the transformation and upgrading of the hotel industry has put forward new requirements for hotel management professional talent training and teaching innovation. In this paper, on the basis of analysing the current problems of hotel management professional course teaching, for example the teacher's output is the main focus and students' effective participation is insufficient; the teaching conditions support is limited and the scenario-based teaching experience is insufficient; the teaching design is shallow and students' in-depth learning is insufficient, we discuss the appropriateness of constructivist theory to guide the teaching innovation of hotel management courses, and we propose to adopt a variety of pedagogical approaches to improve student Based on this, we discuss the appropriateness of constructivism theory to guide the teaching innovation of hotel management course, and the innovative path of course teaching by adopting various teaching methods to improve students' participation, improving teaching conditions to enhance students' situational experience, and perfecting teaching design to promote students' deep learning.

Keywords

constructivist theory, hotel management programme, curriculum instruction

1. Introduction

With the rapid development of social economy, China has entered the stage of mass tourism development. People's personalised and humanised demand for tourism accommodation requires hotels to provide products and warm services and high quality. Especially with the use of cloud computing, big data, artificial intelligence and other new-generation information technology, people have put forward higher requirements for convenience and scenarios. Hotel management has also changed from the beginning of the implementation of quality standardisation and service standardisation to quality management as the basis for the implementation of market demand-oriented personalised services, paying more and more attention to the customer experience, brand connotation construction and management mode of independent innovation. In the face of the transformation of the hotel industry and the improvement of hotel management level and service quality, adapting to the new concepts, new requirements and new changes in hotel management, hotel management professional training is in urgent need of reform and innovation. As the core element of talent training, the quality of curriculum teaching directly determines the quality of talent training. On the basis of the existing principle of "consolidating foundation, strengthening ability and emphasising application", we should effectively enhance students' innovative spirit and sustainable development ability, cultivate students' comprehensive ability to adapt to different scenarios to solve complex problems and higher-order thinking, and comprehensively promote the teaching of the curriculum with higher-order, innovative and challenging degree ("gender", "one degree"). The reform and innovation of teaching curriculum with higher order, innovation and challenge ("one degree") has become an important issue that needs to be solved in order to improve the quality of hotel management professional talents training in an all-round way.

2. Analysis of the Current Status of Hotel Management Professional Course Teaching

In recent years, in the face of the rapid development of the hotel industry's large demand for hotel management personnel, colleges and universities in the scientific analysis of the industry on the basis of the knowledge, ability and literacy of talents, made some reforms in the teaching content, methods and assessment and evaluation, for example, according to the development of the industry to update the teaching content, strengthen the practical aspects, assessment and evaluation of the introduction of enterprise evaluation. However, on the whole, the teaching of hotel management professional courses still needs to be improved in the following aspects.

2.1 The Teaching of the Programme Is Dominated by Teacher Output, with Insufficient Effective Student Participation

The teaching of hotel management professional courses is mostly based on "teacher-centred" knowledge transfer classroom lectures, and it is difficult to "student-centred" course design and organisation, resulting in students becoming passive receivers of simple knowledge, limiting students' active participation and ability to learn independently. As a result, students become passive recipients

of knowledge, which limits their ability to participate actively and learn independently, and makes it difficult to cultivate their comprehensive ability to solve complex problems and higher-order thinking. In the future, it is urgent to adopt diversified teaching methods to stimulate students to think independently while acquiring knowledge, to actively discover problems and explore ways to solve them, so that students can really become the main body of the curriculum teaching, develop good learning habits, and cultivate students' behaviour and ability to explore, innovate and actively construct knowledge.

2.2 Limited Support for the Teaching Conditions of the Programme and Insufficient Scenario-Based Learning Experience

Hotel management is a highly applied and practical profession. In the course teaching, creating real hotel operation environment and scenes for students plays an important role in stimulating students' interest and enthusiasm, helping them understand knowledge, acquiring skills, and cultivating their collaborative, communication and comprehensive practical skills. Meanwhile, leading students to ask questions in the scenarios and find strategies to solve the problems under the guidance of teachers can effectively enhance their ability to use theories to make judgement, reasoning, induction, summary and analysis. However, due to the limitations of funds, resources, teaching hours, etc., there are gaps in moving the classroom into the hotel site, creating simulated virtual scenarios and the design and organisation of the scenarios, which limit the students' in-depth participation in the scenario teaching and the cultivation of problem-solving ability, resulting in the restriction of the students' understanding of the professional knowledge of hospitality management and their application ability, and the impossibility of transforming the practical experience into the actual problem-solving ability.

2.3 Shallow Course Instructional Design and Insufficient in-Depth Student Learning

In order to enhance students' practical ability, according to the process and link of hotel service and management, a series of practical tasks and activities will be designed in the teaching of hotel management professional courses, but at present, most of the tasks and activities designed are aimed at enabling students to master the basic knowledge in this field and acquire specific skills, and students are mostly watching, listening and practising their skills in the teaching and learning process, and the students will extract the knowledge from their cognition and practice, and transform it. Students extract knowledge from cognition and practice and transform it into a skill. This kind of teaching design lacks the ability to lead students to deeper thinking, and it is difficult to cultivate students' advanced cognitive skills and higher-order thinking, to enable students to complete the conversion, construction and application of knowledge, and to realise the transfer of knowledge and solve complex real-life problems. In addition, the learning tasks of the teaching design are mostly carried out by individual students. Although some of the learning tasks are carried out in small groups, the collaboration among students remains on the basis of simple division of labour, and the in-depth discussion and co-operation among each other need to be strengthened.

3. The Theoretical Basis of Teaching Innovation in Hotel Management Professional Courses

3.1 The Appropriateness of Constructivist Theory to Guide the Teaching Innovation of Hospitality Management Programme

In the face of the current status quo of hotel management professional course teaching, it is necessary to convert the traditional teacher's knowledge transfer as the dominant to the student-centred, through the improvement of the teaching situation and conditions, improve the teaching design and so on to promote the play of the students' subjective initiative, to guide the students to think independently and meaning construction, and to promote the enhancement of the quality of course teaching. The educational theory of constructivism is to emphasise student-centred teaching and learning, and the acquisition of knowledge by students is carried out in a certain learning situation, according to the guidance of the teacher or the help of classmates, and the use of resources through the construction of meaning. Constructivist educational theory uses learning elements such as "context", "collaboration", "conversation" and "meaning construction". elements (Figure 1) to give full play to students' initiative, enthusiasm and initiative, and ultimately enable students to effectively achieve the meaning of the current knowledge constructed. Thus, the requirements of teaching innovation in hotel management courses and the main idea of constructivist educational theory have internal consistency in the doctrine, so this study takes constructivist theory as the theoretical support to explore the path of teaching innovation in hotel management courses.

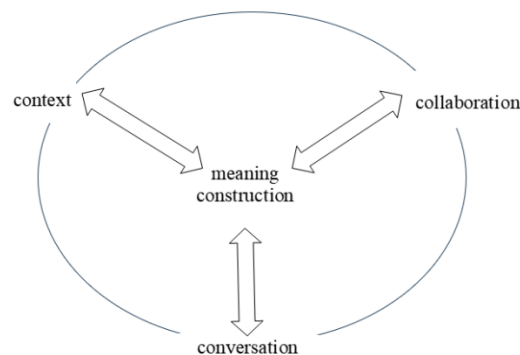


Figure 1. The Four Main Elements of Constructivist Learning Theory

3.2 The Guiding Significance of Constructivism Theory on the Teaching Innovation of Hotel Management Professional Course

For the teaching innovation of hotel management professional courses, it is necessary to let students actively participate and construct knowledge through the combination of theoretical knowledge and practical situations; adopt multi-dimensional resource support to promote the implementation of the integration of science and practice; and cultivate students' analytical and problem-solving abilities through in-depth teaching design. Constructivism emphasises the initiative of learning, as well as understanding and constructing knowledge in certain learning situations and social and cultural

interactions, and therefore has important guiding value for the design and implementation of curriculum teaching innovation.

3.2.1 Promoting Students' Active Participation through Contextualised Teaching and Learning

Constructivist theory emphasises students' active participation, and students complete the construction of meaning of what they learn through interaction with the real world, inquiry and reflection; this process is active, constructive and social, and requires the creation of learning situations that encourage students to identify problems and explore solutions, thus allowing students to complete the active learning process. For example, the teaching of hotel front office, guest room and conference management courses is carried out by designing the corresponding work scenes in the hotel or bringing students to the hotel site for teaching. The work scenes provide stimulation and feedback for students' active learning behaviours; students collect information in the work scenes and enhance their rational thinking ability through the processing of the information; students group together to form a team, and through the collaboration of team members and their interaction with the work roles in the work scenes, they can complete the problem-solving process. Students form teams, and through collaboration among team members and interaction with work roles in the work scenarios, complete the process of problem solving; students reflect and educate themselves in the process of problem solving, and validate their reflections in the work scenarios to achieve the integration of knowledge and competence, and realise their self-growth.

3.2.2 Building a Learning Community with Interactive Teaching

Constructivist educational theory suggests that learning is not just an individual act, but a socialisation process, and that social interaction is an important way of learning. Through communication and co-operation with others, learners can co-construct knowledge and promote understanding and application of knowledge. Through the guidance of the teacher, students are helped to discuss the content of the course, and their understanding is flexibly utilised to form the conversion of knowledge and internalise it in their minds. For example, the teaching of the hotel marketing planning course encourages students to communicate equally and interact independently on an issue by creating a cordial atmosphere that is open, tolerant and supportive of students' self-expression and enquiry, so that students can support and promote each other. In concrete terms, students can be asked to work in groups to collect new information related to an issue through various means, and to analyse, collate and evaluate the information collected. In this process, students carry out inquiry learning activities actively, independently and creatively under the guidance of the teacher. Discuss, research, exchange, question and debate with each other, and the teacher provides supportive guidance. Through this series of activities, students gain understanding, integration and internalisation of knowledge.

3.2.3 Enhancement of Students' Practical Skills through a Multi-Dimensional and Synergistic Pathway

Constructivist theory holds that students can truly master and understand knowledge through the process of active inquiry and construction of new knowledge, and that the construction of knowledge and the improvement of ability cannot be separated from practical activities. Practical activities

emphasise that students should not only think with their brains, but also do with their hands. Constructivism gives a new meaning to the teaching of hotel management professional courses with strong applicability and practice. In addition to the first classroom, schools can set up rich practical teaching links and activities, so as to build a multidimensional education carrier with mutual synergy in function. For example, the school can open the second classroom education platform, carry out national defence education, “Dream China”, “Taste Classics”, “Communication Master” and other thematic activities; organise students to participate in professional practice, volunteer service, social practice and other activities. practice, volunteer service, social practice, public welfare activities and campus health running activities; organise students to participate in teachers’ research projects, participate in innovation and entrepreneurship competitions, etc., so that students can construct new understandings through interaction with the outside world in a diversified learning environment, and learning and thinking about the knowledge and experience accumulated in their brains around real problems. At the same time, the social cultivation of learning is accomplished through communication, support and co-operation in the activities.

4. Innovative Path of Hotel Management Professional Course Teaching Based on Constructivism Theory

On the basis of the analysis of the teaching status quo of the hotel management professional course, discussing the appropriateness of its integration into constructivist educational theory and its important guiding significance, and with the support of constructivism’s contextualised teaching, interactive teaching and multi-dimensional synergistic paths, we propose the teaching innovation path of adopting a variety of pedagogical approaches to increase students’ participation, improving teaching conditions to enhance students’ situational experience, and perfecting the design of teaching to promote students’ in-depth learning (Figure 2).

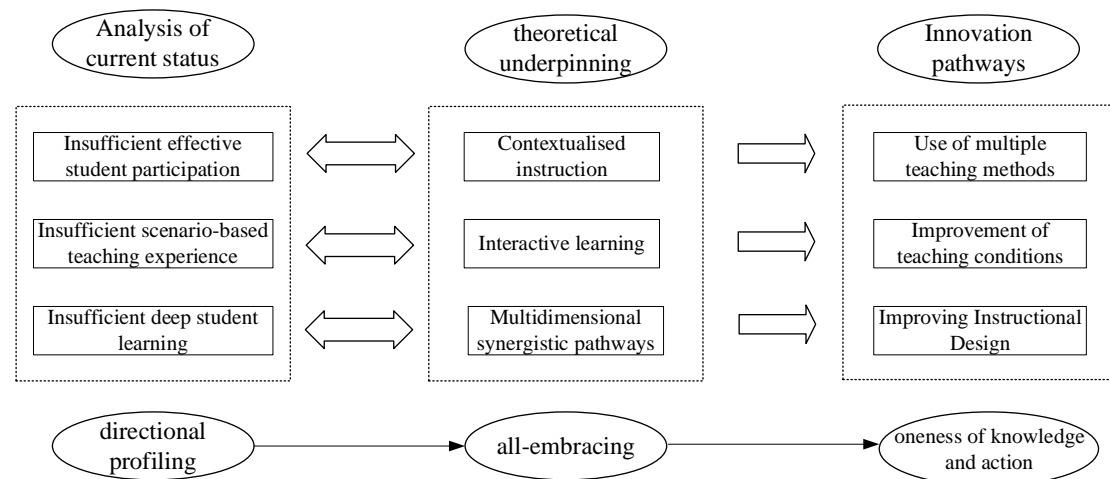


Figure 2. Exploration of Teaching Innovation Paths in Hotel Management Programmes

4.1 Using a Variety of Pedagogical Approaches to Increase Student Engagement

Constructivist education theory emphasises students' active construction, and it is particularly important for students to participate effectively in course teaching. According to this idea, the teaching of hotel management professional courses should break through the traditional lecture method, adopt various teaching methods such as task-driven, role-playing, flipped classroom, case study, etc., and actively guide students to complete the knowledge construction and learning independently. For example, using the task-driven method, in the teaching of hotel rooms, front office, catering management of each module content, give each module of the 2-3 thematic tasks, requiring students to complete the thematic tasks on the basis of knowledge learning; role-playing teaching method, in the teaching of hotel human resource management of the recruitment module content, let the students play the role of the hotel hiring manager and the recruited, and at the same time, design a Realistic recruitment situation, so that students can learn the recruitment process, functions and job requirements, etc., in depth participation in the learning and understanding of knowledge, enhance the application of the ability; the use of flipped classroom method, in order to successfully complete the classroom content, you can ask students to watch the video before class, read the material, online exchanges and seminars to complete the learning of some of the content, and then discussed in the classroom through the teacher-student and student-student interaction to complete the absorption and internalisation of knowledge. Interaction to complete the absorption and internalisation of knowledge; the use of research-based teaching method, in the teaching of hotel human resource management performance design module content, you can take students to participate in the teacher and the hotel cooperation of the real subject, so that the students design the performance allocation scheme, and then share the seminar in the classroom to analyse and compare and extend, to form a solution.

4.2 Improving Teaching Conditions to Enhance Students' Contextual Experience

The theory of constructivism holds that learners complete the meaning construction of what they have learnt in a certain context. In the process of teaching innovation of hotel management professional courses, students should be stimulated to explore in depth by creating a learning environment that promotes students to discover problems in the context, and then explore, confirm, solve and verify problems in the context to complete the understanding and mastery of knowledge, and continuously improve the self-knowledge structure system. Firstly, we can establish a talent training base for school-enterprise cooperation, move the teaching of hotel management courses into hotels, and lead students to explore problems, discover problems, analyse problems and solve problems in real work scenes in hotels; secondly, we can create teaching contexts in the classroom, for example, we can create teaching contexts for the management of hotel hospitality, and put the human behaviours, interpersonal relationships, language, emotional state and mental outlook in the process of hospitality services into contexts. language, emotional state and mental outlook, and work efficiency, so that students can complete the cognition, analysis and summary; third, we can build a hotel management training room, through the virtual simulation training system in the scene construction, combined with the content of

the course to design the physical situation, in the virtual interaction to give students direct, sensory stimulation, through the combination of people and objects, the combination of the physical situation and the social situation, the students' situation stimulation from sensory to perceptual, and the students can be more and more effective in the virtual interaction, so that students can be more and more effective in the virtual interaction. Through the combination of people and objects, physical context and social context, the stimulation to students' context is from sensation to perception, from physical context to social context, and finally the corresponding learning and research activities are carried out.

4.3 Improvement of Teaching Design to Promote Students' Deep Learning

The application-oriented nature of the hotel management profession determines that the teaching of the course should focus on the combination of theory and practice, and the depth and breadth of the combination of theory and practice directly determines the effectiveness of students' learning. In the teaching design, we should pay attention to the deep connotation and realistic application of theory, and at the same time design practical projects and activities with high degree of theoretical fit, so that students can form knowledge connection and theoretical care. Adding real teaching projects jointly developed with hotels or allowing students to participate in real hotel operation and management in the teaching design can allow students to integrate their existing knowledge into practice on the basis of understanding, complete knowledge transfer and critical innovation, make new decisions and put forward new ideas to solve problems. For example, the hotel revenue management decision-making method can be designed to allow students to participate in the actual market, price and revenue data of the hotel, and to form scientific decisions based on the needs. In addition, in the theory of constructivism, collaboration is an important means of learning, so in the teaching design, it can be designed for group co-operation seminars, group competitions and other learning modes, task and project-driven to arouse students' in-depth thinking, assessment and evaluation to motivate students to sustained inquiry, give full play to the subjectivity of the students, and go deep into the application of the knowledge level, and elevate the students' thinking to the level of creativity.

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Notes

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