https://doi.org/10.37420/j.cer.2024.003

Under the background of “1 + X ” certificate, the exploration of the integration of “post,curriculum,competition,skill certificate”of tourism management in local application-oriented universities

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Abstract
Based on the background of “1 + X ” certificate, this paper takes the tourism management major of local application-oriented undergraduate colleges as an example to briefly explain the research background. Then it discusses the concept and importance of the integration of ' post, course, competition and certificate ' under the “1 + X ” certificate system, and analyzes the practical dilemma of the integration of ' post, course, competition and certificate ' of tourism management major. Finally, it puts forward the countermeasures for the integration of ' post, course, competition and certificate ' of tourism management major in local application-oriented undergraduate colleges under the background of “1 + X ” certificate for reference.

Keywords
1 + X;post,curriculum,competition,skill certificate

1.Introductory

In 2021, China's domestic tourism industry showed strong growth, with the number of tourists reaching 3.25 billion and tourism revenue soaring to RMB 29,191.1 billion, demonstrating the great potential and vitality of the domestic tourism market. This trend of rapid growth has become more prominent in the context of the domestic tourism cycle, highlighting the huge development potential and market vitality of China's tourism industry.2021 The National Conference on Vocational Education puts forward the important goal of promoting the high-quality development of education, and makes clear the key importance of "post,curriculum,competition, skill certificate" comprehensive education. Tourism management majors inlocal application-oriented university must follow the trend of the times, strengthen the teaching reform, and cultivate high-quality talents to meet the needs of the upgrading of the culture and tourism industry. Under the "1+X" certificate system, how to organically combine professional teaching with vocational skill level standards has become an important issue that needs to be solved. This involves the integration of professional courses with vocational skills assessment and the implementation of the teaching reform of "post,curriculum,competition,skill certificate integration" to improve the quality and efficiency of the training of technical and skilled personnel. The implementation of the teaching reform of "post,curriculum,competition,skill certificate integration" is not only an urgent task for schools and enterprises, but also an urgent requirement to cope with the upgrading demand of the culture and tourism industry. Through the integration of teaching resources and the combina-

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tion of theory and practice, it aims to provide students with more systematic and comprehensive professional training and practical training, so as to cultivate high-quality professionals who can adapt to the development of the industry.

2. Key concepts and Significance of the "post,curriculum,competition,skill certificate" in the context of the "1+X" certificate

2.1 Key concepts

The introduction of the "1+X" certificate system is intended to innovate vocational education in order to meet the challenges of the employment of former talents. The "post,curriculum,competition,skill certificate" training mechanism constructed by local application-oriented universities includes four main subjects: "post", "curriculum", "competition" and "skill certificate", which refer to the relevant jobs, the curriculum system of the institution, the vocational skills system and the vocational skills training system respectively. The "post", "curriculum", "competition" and "skill certificate"refer to the relevant jobs, institutional curriculum, vocational skills competitions and various certificates obtained by students respectively. The comprehensive development of this mechanism realizes the reform of talent cultivation of local applied undergraduate tourism management majors and cultivates multi-skilled compound talents.

The "post and skill certificate Integration" program integrates the job requirements of the tourism industry and the acquisition of professional qualifications into the training of talents. Students are exposed to more industry skills in the practical operation courses and obtain industry-recognized qualification certificates upon graduation to meet the demand of the employment market. "Through post and curriculum cooperation", the curriculum system is integrated with the vocational demand. The school understands the latest needs of the industry and integrates the practical job requirements into the teaching content to provide students with training that is close to actual work. The "Post and Competition Integration" is to combine the experience gained by students in various tour guide service competitions with their professional skills. Students are able to fully apply the competition experience in the curriculum, emphasizing the cultivation of practical ability. The "integration of curriculum and skill certificate" is to ensure that students complete the study with the content of the tourism qualification examination before graduation. Through modularization, students learn relevant knowledge systematically to improve their chances of passing the exam and better adapt to the employment needs of the tourism industry. These measures cultivate students' multifaceted abilities and provide strong support for them to stand out in the highly competitive tourism industry.

2.2 Significance

2.2.1Integrating practice and business to improve students ' comprehensive quality

The division of responsibilities in the tourism industry is very clear, with different duties ranging from escorting tour guides to tour leaders, each requiring specific skills and qualities. This means that students need systematic skills training and quality enhancement for different duties when they receive professional training in tourism.local application-oriented university have started in-depth cooperation with the tourism industry to provide students with abundant internship opportunities, so that they can gain a deeper understanding of the operation mechanism, service norms and management processes of the tourism industry, and prepare them-

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selves for a smooth entry into the workplace in the future. The improvement of the qualification certificate system is an important way to cultivate students' foundation in the industry. Among them, tour guide qualification certificates and other certificates are regarded as necessary credentials for students to enter the tourism industry, while other skill certificates also have an impact on students' employment opportunities and salary levels. The acquisition of these certificates becomes an important support for students to integrate into the tourism industry.

2.2.2 Stable docking of supply and demand, training talents to meet the needs of society

The implementation of the 1+X certificate system is to give students the opportunity to obtain industry-recognized skill level certificates upon graduation, which means that students not only acquire knowledge in the learning process, but also obtain actual skill certifications through practice, thus improving their competitiveness and adaptability in the job market. The participation of enterprises in the whole process of tourism management professional talent cultivation practice is a new type of school-enterprise cooperation model, which implies that schools and enterprises work together in the cultivation process, so that students can be exposed to real work scenarios and actual business needs, and thus be better prepared for their future careers. In terms of teaching program design, schools need to design teaching programs that have both theoretical depth and match the actual workflow according to the industry standards and practice requirements, combined with the curriculum content and students' needs, so as to ensure that students can smoothly integrate into the workplace after graduation and contribute to the development of the industry.

2.2.3 Improve the training of talents and enhance the professional and technical level of teachers

The introduction of 1+X certificate provides a new path for the cultivation of tourism management professionals, in which the integration mode of "post, curriculum, competition and skill certificate" is the main exploration direction. The teaching system needs to be combined with the industry practice, integrated into the vocational skills standards, and match the course content with the actual job requirements, in order to promote the overall development of students. Under this model, students will not only acquire theoretical knowledge, but also have the opportunity to understand the operation mode and service standards of the tourism industry through practical projects. Through the combination with the skills competition, they can improve their professional skills in practice and enhance their competitiveness and adaptability. In addition, teachers play an important role in the integration of "post, curriculum, competition and skill certificate", and they need to continuously improve their professional level and teaching ability. They need to keep abreast of the development of the industry, strengthen the cooperation and communication with enterprises, and constantly optimize the curriculum and teaching methods in order to cultivate tourism management professionals who better meet the needs of the industry.

3. Problems

3.1 The practical opportunities for the integration of production and education are limited, and the cooperation between schools and enterprises is not smooth

In the process of promoting the integration of industry and education inlocal application-oriented universi-

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ty, the implementation of the ""post, curriculum, competition and skill certificate"" model of education faces a series of problems. First, due to the limited opportunities for practice in real enterprises, a large part of the students need to rely on on-campus activities for simulation, simulation process teacher guidance for students is far from being able to meet the standards required by real enterprises, which leads to insufficient students in specific areas of practical ability, limiting their overall response to occupational needs, the cultivation mechanism is relatively rigid. Second, the existing school-enterprise cooperation is limited to some modules, some sensitive information enterprises are not willing to share for the training of students, the lack of in-depth research before the cooperation and exchange, not according to the needs of the students, and the lack of categorization and organization of the results of the exchange. Third, the existing education of "post, curriculum, competition and skill certificate" in the service of the local economy is not perfect, and there are many obstacles to cooperation with local tourism enterprises,such as unclear cooperation framework and inadequate cultivation of local characteristic resources.Fourth, there is a fight for the support of the local enterprises and industries, but they are unwilling or unable to participate in the problem.

3.2 The curriculum training does not match the actual needs, and faces the challenge of disconnection between knowledge and skills

The importance of practical education is becoming more and more prominent in the teaching of tourism management majors. First of all, in the traditional concept, teachers tend to arrange the practical content at the end of the professional courses to ensure that students have mastered enough theoretical knowledge base. However, there are problems with this linear arrangement. When students receive practical training, they are often limited to simple action imitation, because the theoretical learning in the early stage has not established a solid knowledge framework, which affects the effect of practical education and limits the development of professional skills. Secondly, the skill practice environment also limits students' development. Although schools try to simulate the workflow and requirements of real tourism enterprises, the environment is limited by many aspects, such as facilities, resources and time. The difference with the real working environment makes students need some time to adapt after entering the actual position, and even their skills do not meet the expectations of the enterprises. Furthermore, the disconnection between the curriculum system of practical education and the real needs is manifested in the school's management of the skills certificates required for students' employment. Some courses may provide skills certificate training, but on the basis of students' voluntariness and lack of school mandatory requirements. Students' low interest in skills certificate training affects practical education input and participation. Finally, with the digital transformation of the tourism industry and the emergence of new businesses, the curriculum system is not sufficiently integrated with the emerging tourism business, so that students may face a mismatch between skills and demand when facing future tourism development. This requires better adaptation of the curriculum content to meet the new trends in the industry.

3.3 Professional teachers lack post practice, and school-enterprise collaborative education resources are lacking

Through the previous efforts, the quality of teachers of tourism management majors in local applied undergraduate colleges has been improved, but there are still some problems that deserve attention. Firstly, the knowledge, skills and teaching materials that teachers have acquired gradually cannot meet the rapid development of the tourism industry and the ever-changing market demand. Secondly, with the digitalization and

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sustainable development trend of the tourism industry, teachers need to constantly update their knowledge system and teaching methods to meet the educational needs in the new situation. Furthermore, teachers often lack sufficient time to participate in practical activities in enterprises under their teaching and research tasks, which leads to a certain disconnect between them and the current development and emerging trends in the tourism industry. Finally, although the school-enterprise cooperation model has achieved some success, it still faces some challenges. The seasonality and service quality requirements of tourism enterprises limit the opportunities for students to participate in field internships, resulting in superficial "visiting internships" and a lack of in-depth understanding of the actual operation of tourism management.

3.4 The integration of "1 + X" certificate and "post,curriculum,competition,skill certificate"' lacks synergy and training platform.

In local applied undergraduate tourism management majors, the implementation of the "1+X" certificate system in recent years has brought certain achievements, however, there are still a series of problems in teaching practice that deserve attention. First of all, the low degree of integration between teaching content and certificate assessment points and the lack of long-term evaluation system make students face challenges in practical skills and knowledge application. Teachers need to think more deeply about how to integrate course content with certificate requirements and establish a sound evaluation system to ensure that students receive comprehensive educational training. Second, there is a synergy problem in the design and implementation of the curriculum system. There is a big gap between the existing curriculum standards and the knowledge, job skills, quality requirements and competition standards required by the "1+X" certificate, resulting in a disconnect between students' learning content and the requirements of the certificate. Teachers have failed to examine the curriculum correctly and combine the requirements of the certificate to make the curriculum meet the actual needs. Finally, there is a lack of standardized training platforms in teaching practice, and students tend to focus on knowledge mastery when obtaining the "1+X" certificate, but lack effective investigation and evaluation of practical ability.

4. Countermeasures

4.1 Taking serving the local area as the starting point, we will promote the integration of production and education, and explore the " dual subject " education model between schools and enterprises.

First, it is proposed that a modern apprenticeship system be introduced to provide students with a practical environment that is closer to actual jobs. This system is oriented to market demand, emphasizes the integration of work and learning, and provides students with a more comprehensive training experience, thus enhancing their adaptability and employment competitiveness in the actual work. Secondly, the strengthening of digital information construction is not only to provide comprehensive feedback on the results of school-enterprise cooperation, but more importantly, to build up a complete database of talent demand and job capacity in the cultural tourism market. The establishment of this database not only helps to adjust the professional curriculum, but also provides students with more accurate employment guidance and development direction. Third, in the development of talent training programs, and local culture and tourism market, close integration of full consideration of the characteristics and needs of local tourism resources, local tourism resources to join the appropriate course. Fourth, focus on serving the development of local economy and tourism industry,

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in-depth cooperation with local tourism enterprises, to understand the development needs of the local tourism industry. Fifth, actively introduce the support of local tourism enterprises and industries, establish close cooperative relationships, professional chains, and form a chain of talents connected with the tourism industry chain.

4.2 Deeply integrating industry needs and practical skills, and developing a ' third-order progressive ' curriculum system

First, in the design of the curriculum of the tourism management program, in-depth analysis of the industry's needs is carried out through a wide range of research means, including the research of graduates, current students, employing enterprises, and expert talks, in order to ensure that the curriculum matches the industry's practical needs. Secondly, it ensures that the course content fits with the positions in cultural and tourism enterprises and is coordinated with the tourism qualification certificate. Building a “bottom-general ability, middle-key ability, high-level-expanding ability ” curriculum system", and stimulating students' interest in and demand for certificates through hierarchical practical teaching. Thirdly, relying on modern information technology and school-enterprise cooperation, we develop online courses and build a network teaching resource base to meet the needs of students in a digital learning environment. Fourthly, in the design of the curriculum, we focus on the combination of theory and practice, and formulate specifications for practical positions, so that students can obtain relevant vocational skills level certificates while studying the curriculum, and realize the organic integration of the curriculum with the needs of the positions. Fifth, for the introduction of advanced tourism business operation technology, the emerging tourism business into the curriculum system. Sixth, to promote classroom teaching reform by comprehensively considering factors such as professional teaching equipment, cooperative enterprises and students' learning situation in specific classroom teaching. It is suggested to organize cooperation among professional teachers, use virtual simulation resources for pre-course pre-study and post-course consolidation, and actively promote the implementation of the professional tutor system.

4.3 Taking “skill competition” as the starting point, construct a practice-oriented teaching mode

First, the design of the curriculum system should be closely related to the skills competition. Combining the specialized courses with the tourism service skills competition and the teaching ability competition can help to test the effectiveness of the teaching results. Therefore, in practical teaching, the content of the "1+X" certificate and the assessment points of the competition should be integrated into the actual project, which can better cultivate students' practical ability and professional skills. Secondly, in the process of students' participation in the competition program, it is necessary to strengthen the cooperation with enterprises. By organizing activities such as tourism management competitions and guiding students to participate in practical projects, it not only eliminates the gap between schools and enterprises, but also promotes the in-depth cooperation between the two sides and provides students with a broader space for career development. Thirdly, while implementing the competition certificate system, the training program should be continuously optimized, and the competition assessment content should be integrated into classroom teaching and integrated into complete project tasks. At the same time, it is necessary to match the needs of enterprises, build a perfect talent training base, help students better adapt to the needs of the workplace, and promote teaching to realize a more effective reform.

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4.4 Promoting the construction of teachers ' team : to create ' three teachers ' and double teachers ', and promote the improvement of teaching quality

First, through mentoring activities and classification competitions, teachers can be motivated and the quality of teaching can be improved. The construction of a "three division" team, including lecturers, technicians and innovation and entrepreneurship instructors, can provide better talent support for the development of the local economy. Secondly, we advocate the construction of "double teacher" team, that is, the introduction of tourism industry-related talents to serve as teachers, which can effectively link the school with enterprises and realize the organic combination of teaching and practice. Thirdly, in order to improve teachers' professionalism and teaching level, teachers are encouraged to actively obtain all kinds of tourism-related certificates. Fourthly, teachers are encouraged to write 1+X certificate quality teaching materials that meet the requirements of the times in accordance with the comprehensive education concept of “post,curriculum,competition,skill certificate”', and organize collective lesson preparation and listening and evaluation activities in order to form diversified teaching materials, including paper teaching materials and loose-leaf digital teaching materials. Fifthly, teachers participate in teaching ability competitions and tour guide skill service competitions to stimulate teachers' enthusiasm for teaching, incorporate the competition specifications into the course content, and improve the quality of teaching.

4.5 Building a diversified evaluation system and promoting the four-way integration of 1+X certificates and skills competitions

First, a comprehensive teaching quality evaluation system has been established, and a "four-way integration" evaluation framework has been set up, including teachers, students, enterprises and 1+X evaluation, so as to scrutinize the quality of teaching in a multi-dimensional and all-round way. Secondly, we will pilot the 1+X certificate system in the field of tourism management, whereby the evaluation organization will list the skill points and standards in detail in the assessment syllabus to provide valuable reference for teaching. Students can apply their learning outcomes in practice by participating in the "X" vocational skills assessment. Thirdly, schools should establish a skills competition platform compatible with the "1+X" certificate standard on the basis of serving students' teaching. Gradually promote the credit exchange method for skills competitions, and build a perfect program for the integration of competition and teaching. Fourth, strengthen the weight of teachers in the content setting and quality evaluation of teaching competitions, and ensure that the content and quality evaluation of teaching competitions match the curriculum standards and actual needs. At the same time, in the context of modularized teaching, strengthen the combination of learning and training, learning and competition, and promote the improvement of teaching quality and talent cultivation level.

Funding

1. Research on the training model of innovative talents in tourism management based on competition. Guangxi Minzu Normal university 2022 School-level Teaching Reform Research Project(No.JGYB202223).

2. Research on the cultivation and promotion path of " mass entrepreneurship and innovation " ability of rural tourism talents in local ethnic universities. Guangxi Higher Education Undergraduate Teaching Reform Project General Class A Project(No.2022JGA356)

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