Research on Digital Practical Training Teaching Under the Background of "Internet +": Taking the "Front Office Service" Course as an Example

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Abstract: This article aims to explore the application of digitalization in practical training teaching under the background of "Internet +" by taking the teaching of "Front Office Service" in the hotel management and digital operation major as an example. By using digital teaching methods, tools, and practical training methods, this study analyzes the impact of digital practical training teaching on students' mastery of front office service skills as well as explores the ways to implement digital practical training teaching. The research results show that digital practical training teaching can effectively improve students' learning effects and comprehensive quality, and simultaneously has positive significance for cultivating comprehensive hotel management talents that adapt to the needs of the "Internet +" era.

Keywords: Internet +; Practical training and teaching; Digital application; Hotel management; Front office service

1. Introduction

"Internet +" refers to the diffusion and application process of a set of information technologies based on the Internet (including mobile Internet, cloud computing, big data, Internet of Things, etc.) in various sectors of economic and social life [1]. This process deeply integrates the innovative achievements of the Internet into various fields of economy and society, enhancing the innovation and productivity of the whole society, and forming a broader form of economic development using the Internet as infrastructure and implementation tools [2]. In the context of "Internet +," the hotel industry is becoming increasingly informalized and intelligent. As an important part of hotel operation management, front office services also need to adapt to this trend and improve digitalization and service quality. Correspondingly, the teaching of "Front Office Service" must also be digitized.

1.1. The importance of digital practical training in hotel front office services

Front office service is the core business of hotels that plays a vital role in maintaining and improving the service

quality of the hotel industry and managing relationships with customers. With "Internet +" as the background, the hotel industry is increasingly becoming informatized and intelligent. Front office services also need to adapt to this trend and improve their digital level and service quality. Therefore, the "Front Office Service" course is one of the core professional courses, and the digital application of its training teaching is particularly important [3].

Most hotels in China have gradually introduced and improved information and digital management methods in front office services, such as using self-service check-in systems to reduce guest waiting times, increasing guest room utilization through smart room reservation systems, and improving the efficiency of hotel operations through hotel information systems and other means, etc. Therefore, only by combining digitalization with practical training and teaching can we better meet society's demand for hotel service and management talents.

1.2. Current issues

It should be acknowledged that the current practical training and teaching of front office services for hotel management and digital operations majors (hereinafter referred to as hotel management majors) is facing some considerable challenges. The high cost of building practical training rooms often leads to suboptimal outcomes in practical training teaching, and some schools face challenges in promptly incorporating new digital technologies and tools into the practical training curriculum, thus significantly reducing the training effect of students' digital training.

The digital application of practical training teaching based on the "Internet +" background can help to solve these problems and challenges. On the one hand, practical training teaching based on "Internet +" can help students better understand and master the basic requirements and standards of front office services, improve students' practical skills, and cultivate students' ability to respond to industry changes and adapt to industry development. On the other hand, "Internet +" practical training teaching can provide students with a more realistic and diverse practical training environment and resources and improve the quality of student'' practical training, which is important for cultivating hotel management talents that adapt to the needs of the "Internet +" era, thus achieving a positive promotion effect of digital practical training teaching.

2. Status quo of practical training and teaching of the "Front Office Service" course

In the "Internet +" context, hotel front office services gradually integrate with the general digital trend. While digital teaching has been integrated into the practical training teaching of the "Front Office Service" course, with a focus on creating a practical and simulated working environment, there are still certain issues that warrant further discussion and optimization. Therefore, we will conduct an in-depth analysis of the specific practical training and teaching status of the "Front Office Service" course.

(1) Construction status of training room

In most schools, the expensive construction cost of front office service training rooms for hotel management majors limits them from having comprehensive hardware support, such as front office reception concept area, customer waiting area, check-in/check-out area, etc. For the digital development of modern hotels, digital equipment is required for the construction of training rooms, which entails high construction costs.

(2) Update of course content and technical tools

As the hotel front office service training model changes, related technical tools are constantly iterating in the current environment. However, due to factors such as teaching resources, teaching equipment,

and tools, the teaching content and teaching models of the "Front Office Service" course in some schools have not been promptly updated, lagging behind the development of smart modern hotels.

(3) Disconnect between student training and actual work

Although students have mastered certain theoretical knowledge and practical skills through the practical training of the "Front Office Service" course, they often face certain unexpected problems in the actual work environment that require adapting. This may be because students rely too much on the simulation environment during the practical training stage and fail to truly experience the pressure and challenges of the actual competitive work environment. In this regard, accelerating the seamless connection between student training and actual work has become one of the issues to be prioritized and solved.

The current situation of practical training teaching of the "Front Office Service" course has largely failed to meet the needs of the hotel industry in the context of "Internet +." This is manifested in the difficulties in constructing practical training environment facilities, the challenges in evaluating the practical training effect, outdated course content, and problems such as untimely updates of technical tools and the disconnect between student training and actual work. These problems not only affect the quality of teaching but also students' learning effects and subsequent employment competitiveness. Therefore, in teaching practice, we need to construct and improve corresponding practical training teaching models to enhance the scientificity, effectiveness, and universality of teaching and further improve students' practical skills and employment competitiveness.

3. Digital practical training teaching model under the background of "Internet +"

The practical training teaching model under the "Internet +" background differs from traditional practical training teaching. It uses the Internet and related information technology to simulate the real hotel front office service environment to the greatest extent possible. Given its innovation and pertinence, this practical training and teaching model can effectively deal with many challenges. The first challenge is the expensive construction cost of training rooms for the practical training teaching of "Front Office Service" in hotel management majors, and the simulated training cannot achieve effective use. Under the background of "Internet +," the digital training teaching model can provide students with a realistic and practical training environment through virtual reality technology, online simulation training, and other means, overcoming the cost and location constraints of training room construction. Another important challenge is the outdated teaching content in certain schools. To solve this problem, the digital practical training teaching model under the "Internet +" background can quickly respond to industry development trends and technological updates. If necessary, new teaching content and practical training tools, such as intelligent room reservation systems, intelligent management software, etc., should be introduced promptly to keep the teaching content in sync with actual enterprise needs.

Firstly, based on the needs of practical training, we should build a simulation environment that meets the actual needs of enterprises and industries, and utilize corresponding digital teaching tools to conduct simulated operations and practical training. After practical training, feedback and evaluation can be provided in real-time for timely corrections and improvement, subsequently returning to the stage of practical training needs. This process is repeated to achieve a closed loop of teaching, achieving the purpose of allowing students to become familiar with industry processes, master practical skills, improve overall quality, and enhance employment competitiveness [4].

In the context of "Internet +," through digital practical teaching, we provide a more realistic and

personalized teaching environment and diversified synchronous or asynchronous teaching methods, overcome limitations such as geography and time, break away from the traditional teaching model, build an open and dynamic teaching environment, and establish an interactive and shared new teaching model. This approach greatly improves the efficiency and effectiveness of teaching, truly delivering a student-centered learning experience.

4. Inspiration for the teaching of hotel management major

Based on the above research on digital practical training teaching in the context of "Internet +," from the perspective of vocational education, we conduct in-depth discussions and reflections on the teaching of hotel management majors.

(1) Innovation of teaching models

Digital practical training teaching under "Internet +" provides a new teaching model for the hotel management major. This model emphasizes using digital training as the main teaching method, Internet technology as the teaching medium, and Internet resources to conduct on-site training and situational simulation teaching of course content. In this way, teaching activities are more real and vivid, providing students with more opportunities to learn and apply novel and practical technologies and methods including self-service check-in and check-out, etc., allowing students to learn in practice and improve their ability to cope with actual situations and future employment.

(2) Updates in teaching content and technology

In the context of "Internet +," the operating procedures and management methods of hotel management front office services are constantly updated. The teaching content and technology in "Front Office Service" course must also be updated simultaneously to adapt to the development of the times and technological progress. Learning from the new teaching system can also improve students' ability to master new tools as soon as possible and enhance students' employment competitiveness.

Specifically, we need to introduce the latest digital tools, such as hotel front desk self-service systems, intelligent system management, and other novel business concepts and management models into course teaching. At the same time, new technologies such as virtual reality (VR) and augmented reality (AR) are used to achieve a more realistic teaching and ensure students' learning effects.

(3) Requirements for teachers

Under the background of "Internet +," digital tools and service methods of hotel front office services have increased the requirements for teachers. Teachers not only need to master and adapt to new teaching and practical training methods but also need to be proficient in operating various intelligent front-end service facilities and equipment to become teaching experts and leaders. In addition, teachers also need to continue learning and improving to adapt to the rapidly changing teaching environment and enhance teaching quality.

(4) Changes in students' learning styles

Students' learning methods have also changed in the era of "Internet +." They are more inclined to conduct independent research and are willing to accept novel smart technologies and tools. Therefore, we need to adopt various innovative teaching methods in course teaching, stimulate students' interest in learning, and improve their learning efficiency and effectiveness. For example, introducing game-based learning can pique students' interest, thus they are more willing to accept new knowledge and skills. For students, digital practical teaching is a process for learning and self-improvement. They actively

participate in course learning, which improves the learning effect and enhances their sense of self-worth, thus achieving the synchronization of learning and growth.

(5) Improving students' employment competitiveness

There is no doubt that digital practical training and teaching in the context of "Internet +" is beneficial to students. Firstly, digital practical training teaching allows students to learn and apply the latest smart service tools and management methods in the industry, preparing them to enter the workplace and society. Secondly, through practical operations, they improve their smart technology skills, team collaboration, and management capabilities and enhance their employment competitiveness.

5. Conclusion

In summary, with the development of science and technology, we can foresee that digital practical training teaching under the background of "Internet +" will put forward higher requirements for the innovation and improvement of teachers' teaching models.

The main development trends of digital practical teaching in the context of "Internet +" and their possible impact on teaching are detailed in **Table 1**. These trend predictions can help us provide a clear direction as we continue researching and applying this practical training teaching model.

Table 1. Development trends of digital practical training teaching

Development trend	Elaboration
Improvement of intelligent practical training and teaching	Intelligent equipment will become the core of practical training and teaching, bringing about representative changes in practical training and teaching.
Big data driving practical training and teaching optimization	With sufficient data, teachers can more accurately understand students' learning status and optimize education and teaching strategies.
Personalized practical training teaching development	One-on-one management and guidance are carried out and personalized and individualized learning resources and educational services are provided.
Promotion of socialized practical training teaching	Students learn and practice in "real combat" to improve their professional qualities.

By focusing on the status quo, challenges, and trends of practical training teaching, we started from an in-depth understanding and discussion about the relationship between "Internet +" and practical training teaching and moved towards optimizing the allocation of educational resources in this new educational environment. Under the current challenges and needs of the hotel industry, we have introduced the digital application of practical training teaching under the "Internet +" background and discovered new trends and directions in developing vocational education. We expect this research result to provide direction for future practical training teaching. Especially in the modern teaching environment, maximizing the use of "Internet +" through practical training teaching to improve students' learning effects and employment competitiveness is an important future teaching research issue.

Disclosure statement

The author declares no conflict of interest.

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