

The Exploration and Practice of Promoting Effect of Skills Competition on Tourism Teaching in Secondary Vocational Schools

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Abstract: This paper analyzes the problems existing in the teaching of tourism major in secondary vocational schools, including the lack of teachers' practical experience, the single teaching method, the poor stability of the teaching team, the mismatch between the teaching mode and the actual demand of the tourism industry, and the lack of integration of modern teaching means. This paper further discusses the promoting effect of skills competition on secondary vocational tourism teaching, and points out that skills competition can speed up the reform of "three education" and promote the development of teachers' skills, including the improvement of skill level, teaching design ability and the upgrading and optimization of evaluation system, so as to help the "double teacher" team landing and improve the quality of school education.

Keywords: Skill competition; Secondary vocational school; Tourism teaching

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1. Introduction

With the improvement of people's living standards, the demand for tourism continues to grow, which has injected new vitality into the tourism industry and tourism profession. The secondary vocational students in the tourism industry, with their strong practical ability and hard-working spirit, often can quickly establish a foothold and get promotion opportunities^[1]. However, there are still some problems in the actual teaching of tourism majors in secondary vocational schools, which hinder the improvement of the quality of talent training.

2. The problems existing in the teaching of tourism major in secondary vocational schools

2.1. Teachers: Lack of combination of practical experience and post-class competition

First of all, some teachers lack practical experience in the tourism industry. Although they have solid theoretical

knowledge, they are often unable to guide students in practical operations. For example, in the teaching of the tourist guide course, for some unexpected travel situations, such as sudden illness of tourists, they lack practical experience, and it is difficult to provide effective guidance to students. Secondly, the teaching methods of the teachers are relatively simple, and most of them still adopt the traditional lecture-style teaching, such as “full classroom irrigation” and “one-size-fits-all,” which seriously ignore the subject status of the students and the cultivation of practical ability^[2]. Finally, the stability of the teaching staff also needs to be improved. Due to the particularity of the tourism industry, teachers may move frequently for various reasons, which has a serious negative impact on the continuity and stability of teaching.

2.2. Mode: The single teaching mode does not match the demand of post-class competition

At present, most of the tourism majors in secondary vocational schools still adopt a single teaching mode, which is not closely related to the actual demand of the tourism industry. The biggest feature of classroom teaching is that it is limited to the content of teaching materials and lacks the combination with the actual tourism scene. It is difficult for students to apply what they learn in class to practical work. At the same time, there are also some problems in the practical training on campus, such as outdated training equipment, training projects and the actual tourism business is not closely combined, which leads to the overall practical training effect is not being good^[3]. In addition, the cooperation between schools and tourism enterprises is often on the surface, lacking in-depth cooperation and mechanism, and unable to provide students with more practical opportunities and internship positions.

2.3. In terms of means: The integration of modern teaching means and post-class competition is insufficient

On the one hand, the application of modern teaching means is not extensive and in-depth enough, some teachers are still “three-foot platform” in teaching, can not make full use of big data, virtual simulation technology and other modern means to enrich the teaching content and form, it is difficult to stimulate students’ interest in learning^[4]. On the other hand, the teaching evaluation method is also relatively simple. Teachers mainly focus on written results and final evaluation, and lack of investigation on students’ practical ability and comprehensive quality, which is not conducive to the all-round development of tourism professionals.

3. The analysis of the promoting role of skills competition in tourism teaching in secondary vocational schools

3.1. Speed up the reform of “Three Education”

3.1.1. Teachers are fundamental

As the leader of teaching activities, teachers’ teaching ability and quality directly affect the teaching quality in the tourism teaching of secondary vocational schools. Skills competition provides a platform for teachers to show and improve themselves. By participating in the Skills competition, teachers can deeply understand the latest trends and skills requirements of the industry, and combine these contents with teaching to achieve the purpose of enhancing the pertinence and practicability of teaching content^[5].

For example, in the tour guide skills competition, teachers learn the wonderful explanation and operation of the award-winning teachers in the competition, and integrate it into daily teaching, on the one hand, it can enrich the tour guide scene of classroom teaching, on the other hand, it can also improve the ability of students to cope with emergencies and the level of tour guide explanation. At the same time, the skills competition also

encourages teachers to constantly reflect on teaching and improve teaching methods, and explore more suitable teaching modes for secondary vocational tourism students, such as situational teaching and project-based teaching to rapidly improve the classroom teaching effect ^[6]. Through the teaching experience and methods obtained from such practical activities as skills competition, teachers can also inject strong impetus into the reform of “three education” and promote themselves to change from the traditional role of “knowledge indoctrinator” to the role of “skill and practice instructor,” thus speeding up the reform of “Three education.”

3.1.2. Teaching materials are the foundation

Textbook is the main carrier of teaching content, which provides the basic framework and basis for teachers' teaching and students' learning. Through the study of the scientific and systematic knowledge in the textbooks, students can gradually improve and perfect the professional knowledge system. At the same time, with the help of the textbooks, teachers can quickly clarify the teaching objectives and key points, and plan the teaching progress and methods. However, secondary vocational textbooks are usually arranged by the education department, so there is a certain lag in the content update. In terms of content and requirements, the skills competition often has the latest development content and actual needs of the industry. By introducing the relevant content of skills competition into teaching materials, teachers can not only make the teaching materials more practical and closer to reality, but also update the content of the teaching materials ^[7]. For example, teachers can integrate the novel service processes, techniques and norms of the tourism service skills competition into the existing tourism textbooks, and delete some outdated content. In this way, on the one hand, the updating of teaching materials is guaranteed, and on the other hand, teachers can be encouraged to pay attention to the cultivation of students' practical operation ability in teaching, so that students can better master the skills required by the industry.

At the same time, in the process of compiling textbooks, teachers can also provide suggestions and references to the education department according to the standards and requirements of the skills competition, so that the difficulty and depth of the textbooks can adapt to the actual level of students, and provide more effective guidance for students' learning. While promoting the reform and innovation of teaching materials, the skills competition also lays a solid foundation for the reform of the “three education,” so that the teaching content is more in line with the needs of the industry, so that teachers can train more tourism professionals to meet the market demand.

3.1.3. Teaching method is the approach

Teaching method is one of the main means to achieve the teaching goal, and different teaching methods have different effects on students' learning results. Driven by the skills competition, teachers of tourism major will take the initiative to explore and innovate teaching methods, so as to make students' practical ability and skill level more suitable for the employment requirements of industries and enterprises ^[8].

For example, in order to achieve excellent results in skills competitions, teachers will adopt some novel teaching methods, such as project-based teaching method, hold competitions or learn from other award-winning teachers' teaching methods to break the teaching content into several specific projects, and let students master relevant skills and knowledge through completing these projects ^[9]. For example, in the tourism route design project, the teacher may ask the students to design a reasonable travel route by using the tourism knowledge and skills they have learned, and then explain and demonstrate it. This teaching method not only stimulates students' interest and enthusiasm in learning, but also cultivates students' teamwork spirit, innovative thinking and ability to solve practical problems ^[10]. In addition, the teaching methods such as simulation teaching method and

situational teaching method will also be widely used in tourism majors of secondary vocational schools under the promotion of skills competitions. Through the application of diversified teaching methods, teachers can not only better meet the learning needs of students, but also improve the quality of teaching, which provides an effective way for the reform of “three education.”

3.2. Promoting the development of teachers’ skills

3.2.1. Improving teachers’ skill level

Skills competition is an important stage to test the skill level of teachers. Before the competition, teachers should constantly practice and improve their professional skills, such as tourism marketing skills, hotel service skills, and tour guide explaining skills. At the same time, teachers will also be exposed to some modern skills, such as using tourism management software for customer relationship management and using virtual reality technology to simulate tourism scenes for teaching, to better stand out in the skills competition. Through repeated training and practice, teachers can master various skills and techniques, and further improve their operational level and adaptability ^[11]. For example, before taking part in the tour guide skills competition, the tour guide teacher will spend a lot of time and energy writing tour guide words, simulating the scene of responding to various questions and unexpected situations of tourists, and learning some modern equipment. Such as using intelligent tour guide equipment to provide tourists with real-time explanation and navigation, using voice recognition technology for translation and communication, and using big data to analyze tourists’ preferences and behaviors to optimize tour guide services.

Through these pre-competition preparations, tour guide teachers’ explaining skills and modern skills will be greatly improved. The improvement of this skill level will not only help teachers get good results in the competition, but also provide strong support for daily teaching, so that teachers can guide students to practice more confidently in class, and lay a solid foundation for the construction of an efficient class.

3.2.2. Improvement of teaching design ability

Instructional design ability has a high score in the teacher skills competition. On the one hand, instructional design ability is directly related to the effectiveness and quality of teaching. Through careful design of teaching programs, teachers can decompose complex knowledge and skills reasonably and present them in an orderly manner, so that students can learn and master them step by step ^[12]. For example, setting the appropriate teaching situation, reasonably arranging the teaching steps, designing effective exercises and feedback links, etc., can make the students get the maximum learning benefits in the limited time, which is one of the important criteria for judging the teaching level of the skills competition.

On the other hand, instructional design reflects the teacher’s understanding and application of educational teaching theories. Excellent instructional design often contains advanced educational teaching concepts, such as emphasizing personalized learning, paying attention to practical ability training, and taking students as the center. In the process of design, teachers can translate these concepts into specific teaching strategies and methods, and show their grasp of the essence of education and teaching and practical ability, which is crucial to reflect the comprehensive quality and professional level of teachers in the skills competition.

In addition, the teaching design ability also reflects the teachers’ innovative spirit and adaptability. In the specific situation of skills competition, teachers need to design unique teaching plans according to different competition requirements and students’ characteristics, showing the ability of innovative thinking and flexible response ^[13]. Therefore, before participating in the competition, teachers usually continuously optimize the

teaching design and choose the right teaching content and teaching methods to meet the requirements of the skills competition. Through the competition, teachers' teaching design ability can be significantly improved, which is conducive to laying a solid foundation for the improvement of teaching quality.

3.2.3. Upgrade and optimize the evaluation system

In the teacher skills competition, the reason why the teacher's classroom evaluation system will be examined, there are mainly the following reasons. First, the classroom evaluation system can directly reflect the teacher's attention to the learning process and outcomes of students. Through timely and accurate evaluation, teachers can understand students' knowledge understanding and mastery, learning attitude and methods, so as to choose suitable teaching strategies and methods for students, so as to meet students' learning needs. Secondly, proper evaluation by teachers can give students affirmation and encouragement, so that they can feel that their efforts and progress are recognized, so as to enhance their self-confidence and interest in learning^[14]. At the same time, reasonable feedback can also point out students' shortcomings and problems, guide them to improve and improve, and promote students' sustainable development. Finally, the classroom evaluation system is closely related to teachers' teaching accomplishment, professional ability, teaching reflection and improvement ability. Through the investigation of the teacher's classroom evaluation system, the judges of the competition can know the real quality and ability of teachers and teaching level.

Therefore, before the competition, teachers need to understand and master the evaluation system that meets the requirements of the skills competition, such as student-student mutual evaluation, process evaluation, etc., and apply it to daily teaching to promote the all-round development of students. Therefore, to a certain extent, the skills competition can promote the upgrading and optimization of the teacher evaluation system, which is no longer only concerned about the teaching content of the professor, but also needs to pay attention to the development of students' comprehensive ability to cultivate batches of tourism professionals with innovative spirit, teamwork spirit and good professional ethics.

3.3. Improve the image and status of the school

3.3.1. Help the "double division" team to land

With the rising status of skill competitions, more and more teachers begin to pay attention to the development of their "double master" ability. Good dual-teacher ability can not only make teachers more competitive, but also better guide students to practice and improve students' professional ability. At the same time, teachers with dual ability can better adapt to the requirements of the skills competition, including the design and guidance of the competition project, the understanding of the competition rules, the management of the participating team, etc., to make full preparation for the competition. Finally, skills competition is an important part of vocational education, and its purpose is to cultivate high-quality skilled talents with practical ability and innovative spirit. Therefore, the skills competition plays a great role in promoting the construction of the double-teacher team in the secondary vocational school. The landing of the "double teachers" team not only improves the teaching quality of teachers, but also enhances the social reputation and influence of the school, and injects new vitality into the development of the school.

3.3.2. Improve the quality of school education

By participating in the skills competition, schools can find the problems and deficiencies in teachers' teaching, and correct them in time to achieve the purpose of improving the quality of learning and education. For example,

in the skills competition, if the school teachers do not perform well in the skills of tour guide explanation, the school can carry out special training to solve this problem, strengthen the training and guidance of tour guide teachers in explaining skills, and improve the level of tour guide explanation^[15]. At the same time, the skills competition can also stimulate the enthusiasm and initiative of teachers to improve themselves, and encourage them to study professional-related knowledge and skills, such as big data and virtual simulation technology, so as to improve their comprehensive quality. With the improvement of teachers' education ability, the quality of education in schools will also be significantly improved.

4. Conclusion

In short, the skills competition plays a very important role in promoting the tourism major of secondary vocational schools. Under the motivation of skills competition, teachers will continue to pay attention to and improve their professional quality, and actively participate in various training and learning activities to better guide students. In today's education 2.0 era, teachers need to pay attention to more advanced teaching methods and models in addition to skill competitions, so as to cultivate more tourism talents with good practical ability and innovative spirit.

Disclosure statement

The authors declare no conflict of interest.

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