

Research on the Integration Practice Teaching of Modern Apprenticeship and "1+X" Certificate System--The Example of Front Office Service and Digital Operation Courses

Ping Huang^{1,a,*}

¹*Institute of Cultural Tourism and International Exchange, Yunnan Open University, Kunming, Yunnan, China*

^a*1162516335@qq.com*

^{*}*corresponding author*

Keywords: Modern Apprenticeship; "1+X" Certificate System; Front Office Services; Digital Operations; Vocational Education

Abstract: With the rapid development of the tourism industry, the hotel industry faces the double challenge of service quality improvement and complex talent training. Vocational colleges and universities need to reform the teaching system and promote the seamless connection between talent training and industry demand. The modern apprenticeship system and the "1+X" certificate system, as two important initiatives in the reform of vocational education, provide a new path for the innovation of practical teaching mode. In this paper, we analyze the intrinsic relationship between the two systems in the case of the former hall service and digital operation course, explore the integration and implementation strategies in the areas of course content reconstruction, teaching mode update, teaching method innovation and assessment mechanism reform, and clarify the significant advantages of this integration mode in enhancing the relevance of practical teaching, promoting the integration of industry and education, improving the quality of teaching in institutions and perfecting the vocational education system. The study shows that the synergistic promotion of the modern apprenticeship system and the "1+X" certificate system helps to cultivate high-quality technical and skilled talents, and provides a replicable and generalizable path and experience for collaborative education between schools and enterprises.

1. Introduction

With the rapid development of tourism, consumer demand is increasingly diversified and personalized, the hotel industry is facing increasingly fierce market competition and challenges, which is not only reflected in the upgrading of hardware and facilities, but also on the quality of hotel services and the comprehensive quality of practitioners put forward higher requirements. As a vocational college that conveys hotel management professionals for hotels, it needs to continuously optimize the talent training mechanism and reform the professional curriculum system in order to

realize the real demand of the hotel industry and "seamless docking". Therefore, the modern apprenticeship system and the "1 + X" certificate system, as two important initiatives in the current reform of vocational education, has gradually become an effective path to promote the innovation of practical teaching mode. The organic integration of these two modes and their application in the front office service and digital operation courses not only helps to strengthen the practical ability of students in the real working environment, but also effectively improves their job adaptability and occupational competitiveness, which better meets the actual needs of hotel enterprises for complex and skilled talents, and provides a new idea and a new path for the collaborative cultivation of schools and enterprises.

2. Overview of Modern Apprenticeships and the "1+X" Certificate System

Modern apprenticeship is a model of vocational education that closely integrates enterprises and institutions. Specifically, it is an educational model that focuses on the cultivation of technical skills required for jobs through in-depth cooperation among institutions, enterprises, teachers and masters. It emphasizes the dual identity of students, i.e., they are students in the institutions and apprentices in the enterprises. Through the combination of work and study, it combines the traditional apprenticeship training with the modern institutional education to form a more economical and effective education model. It requires students to first learn theoretical knowledge in the institution, and then enter the enterprise to be led by the master to carry out practical training and internship, and through practical training and internship to strengthen the understanding of the theoretical knowledge and grasp, in order to improve the individual's vocational skills.

The modern apprenticeship system first originated in Western countries. In the 1980s, Western countries such as Britain, Germany and Australia established the modern apprenticeship system on the basis of drawing on the advantages of the traditional apprenticeship system and integrating the advantages of modern vocational education. In China, the modern apprenticeship system appeared relatively late, and the development of modern vocational education began in 2014, followed by the opening of the first batch of pilot units of modern apprenticeship system. 2019 promoted the modern apprenticeship system on a large scale across the country, so that many institutions and enterprises began to explore and practice a wide range of in-depth cooperation. At the same time, the "1+X" certificate system was introduced in March 2019 in vocational institutions. The "1" refers to the academic certificate, which is the diploma that a student receives after completing the required learning tasks through an academic education institution within the academic system. "X" refers to a number of vocational skills level certificates. This kind of mutual articulation and integration is the essence of the "1+X" certificate system, reflecting the mutual articulation of vocational education specialties and vocational skills level standards. The implementation of such a system inevitably requires a talent evaluation model based on skills and vocational qualities and their adaptation, i.e., adherence to the principles of student-centeredness, competence-basedness, standards-ledness, and integration of certificates, with emphasis on the assessment of students' practical skills and vocational qualities, and the improvement of the objectivity and accuracy of the evaluation through third-party evaluation organizations.

3. Relationship between Modern Apprenticeships and the "1+X" Certification System

The modern apprenticeship system and the "1+X" certificate system are important initiatives in the reform of vocational education in China. They are closely linked in terms of orientation, training objectives and the promotion of school-enterprise cooperation. They complement each other and have their own emphasis. That is to say, there are both links and differences between the two in the process of personnel training. The connection between the two is manifested in the following ways:

firstly, both of them are the organic components of vocational education in China and have the same important status, and both of them are oriented to deepen the integration of industry and education and aim to promote the reform of talent cultivation mode and improve the quality of talent cultivation. Secondly, both are highly consistent in their cultivation objectives, focusing on cultivating technical and skilled talents with a certain degree of professionalism and vocational skills. Once again, both are consistent in promoting school-enterprise cooperation and industry-teaching integration, focusing on school-enterprise cooperation, school-enterprise cooperation, school-enterprise consultation and school-enterprise education. Finally, both emphasize the cultivation of practical ability and the accumulation of practical training, practice and experience. The difference between the two is manifested in the following: firstly, modern apprenticeship system, through dual cultivation between institutions and enterprises, and joint cultivation between teachers and masters, continuously improves students' comprehensive ability quality and practice level to meet the needs of real positions in enterprises. The trial implementation of the "1+X" certificate system mainly proves that students have certain vocational abilities through skill certificates. Secondly, the curriculum of the modern apprenticeship system is relatively flexible and can be customized according to the needs of the industry and enterprises to meet the needs of talent training in different fields. The "1+X" certification system focuses on the level certificates corresponding to the courses, and students can obtain the level certificates as long as they pass the examinations organized by the third party evaluation organization, and they can also obtain multiple skill certificates. Again, the modern apprenticeship system pays more attention to the in-depth cooperation between institutions and enterprises in the process of implementation, and jointly establishes the practical teaching system, practical training bases, and jointly develops teaching materials and evaluation standards, etc. The "1+X" certification system, on the other hand, focuses on the level certificate corresponding to the courses. The "1+X" certification system, on the other hand, emphasizes the integration of the content of the certification with the actual production of enterprises, with the teaching materials developed mainly by enterprises, teachers trained to train students for the certification, and the evaluation completed by a third-party evaluation organization.

In conclusion, the integration of the modern apprenticeship system and the "1+X" certificate system is exactly in line with the needs of exploring vocational education with Chinese characteristics, and the two systems are interoperable and complementary, with each of them giving full play to its advantages. Both systems are playing an important role in cultivating more high-quality technical and skilled talents for China's economic and social development.

4. Advantages of Integrating Modern Apprenticeship and the "1+X" Certificate System in Practical Instruction

4.1 Enhanced Relevance of Practical Teaching

The relevance of practical teaching is one of the advantages of the integration of the modern apprenticeship system and the "1+X" certificate system. This mode of integration can be more closely aligned with the actual needs and standards of industries and enterprises, and can be targeted to improve students' practical skills and vocational quality. On the one hand, the modern apprenticeship system focuses on practical teaching and emphasizes the introduction and learning of actual work projects, so that students can master skills and experience in practice. On the other hand, the standards of vocational skills level certificates in the "1+X" certificate system come from the industry and enterprises and have clear vocational standards. By integrating the two, the practical skills and vocational quality of students can be improved in a more targeted way to meet the actual employment needs of industries and enterprises. At the same time, through this integration mode, students can have a deeper understanding of the actual needs and standards of industries and

enterprises, master skills and experience closer to the actual situation, and improve their practical ability and professional quality. In addition, institutions and enterprises can cooperate more closely to realize resource sharing and complementary advantages, and jointly promote the reform and development of vocational education.

4.2 Promoting the Integration of Industry and Education

The integration of industry and education refers to the vocational colleges and universities to actively open professional industries according to the established specialties, so that industry and teaching are closely integrated, mutually supportive, mutually reinforcing, and the institutions are set up as industrial business entities integrating talent training, scientific research, and scientific and technological services, forming the mode of school running in which the institutions and the enterprises are one and the same. The integration of industry and education is an important support for vocational education, an important strategy for the transformation and upgrading of local colleges and universities, and an important way for enterprises to buttress the industrial demand and support the local economy. Through the integration of industry and education, the reform and innovation of talent training mode can be better promoted. Modern apprenticeship and "1+X" certificate system integration practice teaching is essentially a concrete embodiment of practicing the integration of industry and education. On the one hand, this integration mode emphasizes the in-depth cooperation between institutions and enterprises at the professional and teaching levels. On the other hand, the integration is mainly reflected in scientific research, scientific and technological services, institutions and enterprises for professional, subject areas of scientific research cooperation and services. The cooperation can not only improve the level of teachers' education and scientific research, such as horizontal projects, but also fill the short board of enterprises' basic theoretical research, provide impetus for enterprise innovation, and solve the specific problems in the development of industries and enterprises.

4.3 Improving the Quality of Teaching in Institutions

The quality of teaching is an important criterion to measure the education level of a school, which directly affects the growth and employment of students. The starting point of the integration of modern apprenticeship system and "1+X" certificate system is to cultivate high-quality technical and skill-oriented talents, in which the quality of teachers directly affects the quality of teaching, the integration of the two to motivate teachers to continuously update their knowledge, learn new skills and new ideas, and promote the improvement of teacher quality. At the same time, the integration of the two promote a more reasonable curriculum, practical training closer to the real. The professional curriculum is flexible according to the actual situation of employment in enterprises, as long as it is guaranteed that the curriculum system remains unchanged under the circumstances of the curriculum and content can be changed, but also through the credit bank, the second classroom and other ways of credit replacement, not only to meet the student's hours of credit can be achieved while the precision of personnel training.

4.4 Improving the Vocational Education System

The integration of the modern apprenticeship system and the "1+X" certificate system into practical teaching helps to improve the vocational education system. Both are important initiatives in the reform of vocational education in China, and their integration can further promote the development and improvement of the vocational education system. This integration mode can not only improve students' practical ability and vocational quality, enhance students' competitiveness in

employment, but also promote the integration of industry and education and school-enterprise cooperation, and realize the sharing of resources and complement each other's strengths: not only can it promote the close integration of vocational education and economic and social development, so that vocational education is more in line with the market demand and industry standards, but also promote the communication and articulation between vocational education and general education. In short, this model can effectively promote the development and improvement of the vocational education system.

5. Implementation of Front Office Service and Digital Operation Courses under the Modern Apprenticeship System and the "1+X" Certificate System

The implementation of front office service and digital operation courses under the modern apprenticeship system and the "1+X" certificate system requires comprehensive reforms in terms of teaching content, teaching mode, teaching methods and course assessment mechanism. By reconstructing the teaching content, reforming the teaching mode, changing the teaching methods and course assessment mechanism, the actual needs of enterprises can be better met, and the practical ability and employability of students can be improved.

5.1 Reconstruction of Teaching Content

According to the job requirements and workflow, the teaching content should be reorganized to break the chapter barriers and build a modular teaching method of content, taking the actual project as the carrier, closely combining the course content with the actual work requirements, and improving the pertinence and practicability of the teaching content. First of all, according to the typical work content of each position in the front office, select representative projects, decompose these projects into a number of tasks, each task corresponds to a knowledge or skill point, so that students can master the relevant knowledge and skills in the process of completing the task. What needs to be explained here is that in the design of teaching content, each module should be connected according to the actual workflow to form a complete teaching system. When reconstructing the teaching content, it is necessary to pay attention to practical teaching, increase the proportion of practical links, introduce the actual project cases of enterprises, and organize students to participate in the design, so as to improve the practical ability and vocational quality of students. When reconstructing the teaching content, it is emphasized that it is necessary to introduce the industry standard, determine the teaching content and practical training links by the industry standard, and regulate the students' practical training and internship by the industry standard, so as to improve the teaching quality and teaching level.

5.2 Reform of the Teaching Model

With the "1+X" pilot program, institutions and enterprises work together to build on- and off-campus training bases, and enterprises provide sufficient and authentic enterprise materials and case banks for teaching. Students can start from a small project and eventually form a complete design project. This project-based teaching method can not only meet the actual needs of enterprises, but also improve students' practical ability and competitiveness in employment.

5.3 Changes in Teaching Methods

Changes in teaching methods are one of the key aspects of practical teaching in the integration of the modern apprenticeship system and the "1+X" certificate system. First of all, the front office

service and digital operation course makes full use of online course resources and carries out blended teaching. Online teaching is combined with offline teaching, and the flipped classroom is carried out at the right time to give the initiative to students. Students can study independently according to their own learning ability to meet the differentiated needs of students. At the same time, the practical teaching resources provided by enterprises are fully utilized to improve students' practical ability and professional quality. Secondly, the design course can be taught using the mobile learning platform. Through the mobile learning platform, students can learn anytime and anywhere on their cell phones or tablet computers. Teachers can release learning tasks, teaching resources and learning materials and interactive exchanges, making teaching unrestricted by time and place. Finally, through project practice teaching, students can practice their skills and improve their level in real projects. Enterprise mentors are also invited to participate in teaching, providing students with practical guidance, technology teaching and work critique, so as to enhance students' practical ability and professional quality.

5.4 Reform of the Assessment Mechanism

The reform of the course assessment mechanism is one of the necessary links in the practical teaching of the integration of modern apprenticeship and the "1+X" certificate system. First of all, the front office service and digital operation course takes the completion of the actual project as the main assessment standard, which should change the traditional knowledge mastery-based assessment method. Students need to complete an actual project design within the specified time, and the assessment criteria of the project can include the creativity of the design scheme, the standardization of the production and other aspects. Second, industry experts are invited to participate in the assessment. Experts evaluate, score and comment on students' works. The experts' opinions and suggestions can reflect the market demand and industry standards, and can help students better understand the actual work requirements.

6. Conclusion

The integration of modern apprenticeship system and "1+X" certificate system into practical teaching is a new model of vocational personnel training. The implementation of this model in front office service and digital operation courses can improve students' practical ability and employment competitiveness, meet the actual talent needs of enterprises, and promote the reform and development of vocational education. In the future, we can further explore the specific implementation methods and approaches of modern apprenticeship system and "1+X" certificate system integrated practical teaching to provide more ideas and practical experience for the reform and development of vocational education.

Funding

Yunnan Open University Institutional Scientific Research Fund , Research on an Apprenticeship-Based Talent Development Model for Advanced Hotel Management Programs Using the AHP Method (22YN09)

References

- [1] Yibo Zhang, Jia Ren, (2018) Discussion on the impact and practice of catechism on engineering majors. *Journal of Value Engineering*, 37, 243-246

- [2]Sun Yibi.(2021) *Research on Modern Apprenticeship Talent Cultivation of Engineering Costing Specialties in the Context of 1+X Certificate System* *Journal of Employment and Security*, 17, 112-113.
- [3]Li Luan(2022) *A study on promoting the in-depth integration of modern apprenticeship system and "1+X" certificate system for rehabilitation therapy technology program* *Journal of . Science and Technology Information*, 2022,20,77-79.
- [4]Si Shujing, Ding Hui.(2018) *Construction and Practice of a Hotel Management Curriculum System Based on Modern Apprenticeship Systems: A Case Study of the Hotel Management Program at Anhui Defense Science and Technology Vocational College* ,*Journal of Henan University of Science and Technology*, 38, 52-55.
- [5]Tian Li.(2018) *Construction of a Curriculum System for Hotel Management Programs Under the Modern Apprenticeship System: A Case Study of the Hotel Management Program at Taizhou Vocational and Technical College* .*Journal of Vacation Tourism*, 2018(09): 89-90.
- [6]Zhuang Xizhen(2019). *The Logical Implications of Integrating Morality and Skills in Vocational Education in the New Era*.*Journal of Chinese Vocational and Technical Education*, 4,21-24.
- [7]Lü Xuan.(2019)*Research on the Cultivation of Vocational College Hotel Management Talent and the Curriculum System Based on Modern Apprenticeship*. *Journal of Nanning Vocational and Technical College*, 29, 41-45.
- [8]Yao Xiaoyan(2019). *An Exploration of the Construction of a Course System for Higher Vocational Hotel Management Programs Aligned with Occupational Standards*.*Journal of Education Observation*,20,75-77.