

On the Effective Integration of Humanistic Quality Education and Professional Education in Applied Undergraduate Colleges and Universities

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Abstract: In process of quality education reform and development, humanistic quality education is an important issue with theoretical and practical importance. The effective development of humanistic quality education also conforms to the training objectives of applied undergraduate colleges and universities. Taking the hotel management major of an application-oriented undergraduate college in Wuhan as an example, this paper analyzes the current situation of humanistic quality education in colleges and universities. Combining with the characteristics of students and the features of hotel management talent training, this paper systematically analyses the implementation framework and guarantee measures of humanistic quality education for the major of hotel management.

1. Introduction

In China, the cultivation of humanistic quality in higher education started relatively late. In recent years, the projects of cultivating humanistic quality are carried out in applied undergraduate colleges and universities to varying degrees. But this kind of education is still in the exploratory stage of development. In order to accurately grasp the current situation of humanistic quality education of hotel management students, the author visited three applied undergraduate colleges and universities in Wuhan, and made an in-depth analysis of the actual situation of humanistic quality education in hotel management specialty in colleges and universities from the aspects of students' attitudes, the current situation of university development and the requirements of the industry and enterprises.

2. The Current Situation of Humanistic Quality Education in Applied Undergraduate Colleges and Universities

The overwhelming majority of students holds a positive attitude towards the humanistic quality education, and believes that it is very important for schools to carry out humanistic quality education. However, there are still some students who think that courses which can help them to obtain vocational certificates, such as the Teacher Certificate, the Human Resource Management Professional Certificate and the Bartender Certificate, are helpful. They do not concern the humanistic quality education carried out by their schools. Colleges and universities attach great importance to the cultivation of students' humanistic quality. They provide compulsory courses such as the ideological and moral cultivation and legal basis, the outline of modern Chinese history, and the university Chinese for general education. Meanwhile, schools integrate various resources extensively and offer dozens of elective courses for students.

Diversified courses and activities enrich the contents of humanistic quality education. But many factors lead to diversified problems in the process of developing humanistic quality education in colleges and universities. On one hand, students' cognition is one-sided; the humanistic quality education is not deep and broad enough. For most students, the purpose of elective courses is not to learn humanistic knowledge or improve their own humanistic accomplishments, but to cope with exams and obtain credits. Thus, the effects of humanistic quality education will inevitably be reduced.

On the other hand, the professional training is not consistent with the humanistic quality education. For application-oriented undergraduate colleges and universities, the sustainable professional quality which obtained by students on the basis of mastering skills is an important part of their knowledge structure. But it is often neglected by schools in the process of training professional talents. In addition, from the perspective of the industry and enterprises, sometimes schools are difficult to meet their requirements. In the pre-internship training, safety education and professional ethics education are usually inadequate; the corporate culture awareness of students should also be further enhanced. Without proper pre-internship education, students will not be able to adapt their positions. A possible result is that after internship, students become unwilling to engage in this industry.

3. The Necessity of Effectively Integrating Humanistic Quality Education with Professional Education

3.1 The requirements of talent training on humanistic quality education

The so-called humanistic quality, in a broad sense, refers to the embodiment of a person's inherent spiritual characters, including the embodiment of the person's national spirit, the embodiment of his patriotism, and the embodiment of value orientation. It also contains the internalization of humanistic knowledge in a narrow sense, which is mainly reflected in the two aspects of cultural quality and spiritual quality. In theory, the goal of humanistic quality education is to help students to internalize the knowledge they have acquired in the classroom into quality, and to achieve the comprehensive coordination of knowledge, ability and quality, so as to cultivate sustainable and comprehensive individuals.

3.2 The requirements of talent training on applied undergraduate education

Applied undergraduate education is different from "employment-oriented" higher vocational education and academic-oriented traditional undergraduate education. It aims at cultivating applied professionals with solid theoretical basis, strong practical abilities and innovative abilities. Its greatest feature is to cultivate students with strong technical thinking abilities, strong professional skills and the ability to solve specific problems. The word "application" is the focus of applied undergraduate education, which is also the new requirement of the spirit of the times and the situation of knowledge economy in an innovative society.

3.3 The necessity of effectively integrating humanistic quality education with professional education

The most important target of constructing applied undergraduate course is to train students with solid systematic expertise, which is the basis of training applied undergraduate talents. Secondly, just like the cultivation of other talents, the cultivation of applied talents should focus on the cultivation of "people". The moral accomplishment and cultural accomplishment are the basic elements of all talents. The teaching of humanistic knowledge and theory, as well as the cultivation of humanistic quality and spirit, is the teaching objectives and training directions of liberal arts courses.

The main function of humanistic quality education is to "educate" people. Its ultimate goal is to "educate people to behave themselves." It aims at cultivating talents with comprehensive qualities adapt to the society, including personalities, ideological qualities, humanistic knowledge, integrity and responsibility, as well as law and civic consciousness.

It can be said that the two educational concepts are both "the inevitable results of the development of the internal logic of higher education, and the inevitable response to social needs." They are "unified"; their educational objectives are the same: to cultivate relatively comprehensive talents with professional skills and learning abilities. In the higher education system, the two aspects overlap and complement each other. Humanistic quality education must be integrated into the whole teaching system of colleges and universities, so as to effectively link the two factors and truly

improve students' professional innovation abilities and raise their thinking development levels.

4. Implement Analysis on the Effective Integration of Humanistic Quality Education and Professional Education

4.1 Analysis on the characteristics of the hotel management major

The hotel industry belongs to the labor-intensive industry; people are the objects of service in most cases. In the working process, the staff needs to manage the relationship with people, which is the most complex relation and should be dealt with good humanistic qualities. At the same time, the courses offered to hotel management major students can reflect the new situation, new experience and new achievements of the economic development in the hotel industry at home and abroad. They have different economic and cultural backgrounds. To learn the major of hotel management well, students need to have better abilities of cultural analysis, independent thinking and problem-solving, which put forward higher requirements for the connotation and humanistic qualities of students.

4.2 Analysis on characteristics of students majoring in hotel management

At present, the students of applied undergraduate colleges and universities belong to the post-90s generation. Under the objective influences of multi-cultures in the period of social transformation, these students have strong independent and individualized ideas; the ideological unity is reduced. They have obvious main body consciousness, but lack team spirit and the overall consciousness. Meanwhile, they are heavily dependent on modern media technology, especially the Internet, which can lead to some psychological problems. Most of the students have ambiguous professional ideals and attitudes. Although they have the ability to practice and innovate, they have not yet mastered the scientific way of thinking or scientific methods. Meanwhile, they have a strong sense of competition and a strong ability to adapt to the environment.

4.3 The current situation of course construction of hotel management

Taking the hotel management major of an applied undergraduate university in Wuhan as an example, this paper systematically analyses the contents of humanistic quality courses for that major.

According to the goal of talent training, the hotel management curriculum system is designed to train students' professional competence required by all departments in the hotel. The system is mainly divided into three modules: the professional technical knowledge and knowledge application module, the professional practical ability module and the personal accomplishment and professional accomplishment module.

In the personal accomplishment and professional accomplishment module, humanities courses are introduced based on value guidance. These humanities courses are divided into public courses and extended courses. Relative courses include college Chinese, college English, basis of computer engineering, ideological and moral cultivation and legal basis, mental health education, entrepreneurship foundation, summer social practice and so on. These are all compulsory courses aims at cultivate students' humanities quality. Most of them should be completed in the first or second academic years. At the same time, eight credits of public elective courses and network courses are also offered. Elective courses accounted for 28.12% of the total credits.

In the professional technical knowledge and knowledge application module and the professional practical ability module, courses based on professional activities are offered. These professional courses cover knowledge about hotel service, front-line management, hotel management, customer service skills, department operation and management skills; they account for 72.88% of the total credits.

Generally speaking, the curriculum system for hotel management specialty is relatively complete. But in the link of humanistic quality education, courses such as physical education and computer engineering focus on knowledge imparting, rather than humanistic education. Professional management and practical courses focus on knowledge and skills, rather than thinking methods. It is

urgent to integrate curriculum contents and integrate the humanistic quality education with the curriculum system.

4.4 The implementation framework and contents of humanistic quality education for hotel management specialty

4.4.1 The construction of curriculum system

Firstly, the course of humanistic quality cultivation should be offered in combination with basic professional courses. The hotel industry attaches great importance to students' professional ethics, attitudes, interpersonal communication abilities and language expression skills; it also has higher requirements on staffs' social etiquette, psychology states and computer skills. Therefore, when constructing the curriculum system, we can set up humanistic quality cultivation courses combined with basic courses. For example, courses like Interpersonal Communication, Professional Quality Training, Tourism Psychology, and Chinese Traditional Culture are of great help to increase students' basic humanistic knowledge and improve their humanistic qualities.

Secondly, we should set up elective humanistic quality courses in accordance with basic professional courses. The specialty of hotel management belongs to the major of economic management. The school can carry out elective courses such as film and television appreciation, Chinese and foreign tea art and literature appreciation to help students improve their inner self-cultivation, to broaden students' horizons, and promote the balanced development of students' personality and comprehensive qualities.

Thirdly, we should increase the module of humanistic quality education combined with the core professional curriculum. In order to ensure the integrity of the curriculum system, the number of elective courses cannot be increased. We should increase a module of humanistic quality education to create the all-round humanistic education atmosphere. Taking the course of Beverage Service and Bar Management as an example, in addition to the skill module of drinking service and wine preparation, the modules of beverage knowledge and wine-tasting can also be added to enhance students' analytical thinking abilities, and improve their team writing spirit, as well as their information collection and data analysis abilities.

4.4.2 Optimizing education methods

In the teaching process, lectures, the task-driven learning method, situational teaching, role-play teaching and practices are main teaching methods. Vivid audio-visual materials and multimedia courseware are used to encourage students to learn in practice and application, in cooperation and communication, in exploration and discovery, in evaluation and motivation, and in building their own learning strategies.

The school authority needs to attach importance to the influence of campus cultural atmosphere, since it has subtle impacts on students' humanistic qualities. Elements such as the cultural wall at the school entrance, the celebrity statues and squares can help to build humanistic landscape, convey the fine traditions and campus spirit to teachers and students, and stimulate teachers and students to make progress. The network platform can be used to build a platform for college students to improve their qualities; resources and curriculum bases can be built to help students learn independently after class.

Student associations can also participate in the humanistic education. They can hold professional lectures and organize practical activities, such as innovative and creative competitions, ancient poetry competitions, as well as literature retrieval and analysis activities. Hotel cognitive activities can be carried out in combination with hotel enterprise resources to help students learn the development history of hotel industry and understand corporate cultures. These activities can cultivate students' organizational and coordination abilities, and broaden the channels of humanistic quality education.

5. Measures to Guarantee the Effective Integration of Humanistic Quality Education and Professional Education

5.1 Innovating educational concepts

Correct concept is the foundation of talent training. First of all, we should further recognize the importance of implementing humanistic quality education from the perspective of concept, and establish the view that “technical knowledge education and humanistic education are equally important and should be paid equal attention”. The relationship between professional skill education and humanistic quality education is harmonious development and integration, rather than antagonistic competition. All administrative departments should take their own advantages and cooperate with each other, so as to actively optimize the curriculum system and create innovative implementation forms of humanistic quality education. Students should also change their concepts, deeply recognize the educational nature of humanistic quality, give full play to their subjective initiatives, and absorb humanistic knowledge through multiple channels and methods, so as to develop into all-round professional talents.

5.2 Strengthening the construction of the teachers’ team

In addition to recruiting new excellent teachers, it is particularly important to find excellent teachers for humanistic quality education in the existing teachers’ team. Colleges and universities need to provide diversified platforms to help teachers become “double-professionally-titled” teachers. These teachers should have excellent professional morality, rich knowledge reserves and profound humanistic connotation, so that students can subtly absorb humanistic knowledge in their daily contacts, and internalize these characters into their personal humanistic spirit. Teachers also need to learn constantly. Through improving their teaching and innovation abilities, teachers can better integrate the contents of humanistic quality education curriculum with professional curriculum. At the same time, experts in the hotel industry can also be invited to give lectures. Professional managers of hotels have personal business experience; they can bring the corporate culture and spirit to the classroom, so that students can be influenced by corporate cultures before they enter the society.

5.3 Improving the education assessment system

A center for humanistic quality education should be established by the office of student affairs. The center is responsible for constructing the curriculum system of humanistic quality education, coordinating various functional departments, formulating the implementation quality education plans, and setting up the quality files for each student, so as to record the development of students’ qualities during the school period, and realize the dynamic management of students’ humanistic quality education. Students should be informed to the results of humanistic quality education, in order to stimulate their enthusiasm to improve their humanistic qualities. At the same time, humanistic quality education courses and professional courses need to be placed in an equal position; evaluation results of quality education courses should be linked to students’ credits and graduation certificates. The evaluation of students’ humanistic qualities should be carried out both inside and outside the school.

6. Conclusion

Nowadays in China, talents with excellent professional skills and outstanding humanistic accomplishments are urgently needed in workplace. To realize the target of cultivating application-oriented talents with humanistic attainment, applied undergraduate colleges need to combine the humanistic quality education with professional education. Through constructing the curriculum system, building the teachers’ team and improving the evaluation system, the effective integration of humanistic quality education and professional education can be realized.

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