

Research on Mixed Teaching Practice of Beverages Knowledge and Bar Management Based on Intelligent Teaching Platform

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Abstract: *The teaching contents and methods of the course "Beverages Knowledge and Bar Management" are no longer suitable for the training of higher vocational college and the teaching goal of improving students' innovation and entrepreneurship ability under the new situation. The course of "Wine Knowledge and Bar Management" is one of the important courses for tourism management, hotel management and other majors. The courses of beverages knowledge and bar management are offered in higher vocational colleges, secondary vocational colleges and universities. This course attaches great importance to practical teaching. The traditional teaching mode can no longer meet the needs of today's big data era. The application and popularization of smart classroom has laid the theoretical and technical foundation for the smooth development of mixed teaching, and also put forward new and higher requirements for the reform and innovation of traditional classroom teaching. This paper introduces the Teaching Optimization Countermeasures of beverage knowledge and bar management course from the reform and innovation of teaching methods, combined with the intelligent teaching platform, in order to improve the teaching effectiveness and students' teaching practice.*

Keywords: *Intelligent teaching platform, beverages knowledge and bar management course, mixed teaching practice*

1. Introduction

With the improvement of people's material living standards and the increase of foreign visitors to China, more and more people drink cocktails. The development of bar industry is in urgent need of all kinds of schools to train and import qualified bar professionals with both theoretical knowledge of drinks and bar service and management skills. The course of "Beverages Knowledge and Bar Management" plays a vital role in training bar professionals [1]. The teaching contents and methods of the course "Beverages Knowledge and Bar Management" are no longer suitable for the training of applied undergraduate talents and the teaching goal of improving students' innovation and entrepreneurship ability under the new situation [2]. The same is true in the teaching process of "Beverages Knowledge and Bar Management". More emphasis is placed on the cultivation of students' wine tasting, bartending skills, coffee making and bar service skills, and sufficient attention is paid to the cultivation of professional culture and professional ethics.

At present, in the course of "beverage knowledge and bar management", we pay attention to the teaching of operation skills and practice, ignoring the leading role of mixed teaching in the teaching course, and the industry culture and professional moral education have not been paid enough attention and excavated[3]. Based on the idea of "pre-preview, in class interaction and comprehensive evaluation", the intelligent education platform is introduced to explore the mixed teaching practice, so as to realize the virtuous circle centered on learning. For the teaching requirements of the new era, there are the following problems: first, the teaching methods are backward, and the teaching methods of theoretical teaching are still the main, and the students' practical ability can not be exercised. In actual teaching, we should create a situational teaching atmosphere for students and adopt practical training methods to cultivate students' professional skills, so as to improve students' learning enthusiasm and lay a solid foundation for students' future development [4]. Classroom teaching is the focus and difficulty of the in-depth development of intelligent education, and intelligent classroom teaching is now facing two core problems: one is the construction of intelligent teaching platform, corresponding to technical problems and design problems. Second, teachers' adaptation and acceptance of the intelligent teaching platform, which corresponds to the problems of use and promotion [5]. Hybrid teaching based on smart education platform can not only integrate rich digital teaching

resources, make teaching and learning more efficient because of digitalization, but also fully stimulate students' learning enthusiasm and interest, so that every student can learn in an interactive, democratic and harmonious classroom, and make "student-based classroom" be implemented. At present, various parts of China have carried out the project practice of wisdom education. Whether teachers can actively accept and use the wisdom teaching platform determines the success or failure of wisdom education to some extent.

2. Current situation of beverages knowledge and bar management course

2.1. The time for professional development and construction is short

The teaching of professional courses related to beverage knowledge and bar management was set up late. In the early teaching of Higher Vocational and secondary vocational colleges, the contents related to beverages knowledge and bar management are mainly reflected in the teaching of hotel service. "Beverages service" was only a part of the course of "hotel service" in the early stage, and then became an independent course with professional development [6]. The course has a history of 13 years since it was opened in 2008, and has made some achievements in teaching content, teaching mode and training conditions. However, with the rapid development of social economy, bars in major cities have formed an industrial agglomeration mode, and the social demand for bartenders and bar management related talents has increased. In order to meet the social demand, some schools have launched special courses on beverages knowledge and bar management. At present, most vocational colleges have successively opened courses on beverages knowledge and bar management, It has transported a large number of talents to the society. After that, various tourism colleges have set up drinks and bars courses one after another, and higher vocational colleges have also started to build bar training rooms on a large scale. At the same time, they pay attention to the cultivation of comprehensive qualities in foreign languages, marketing, finance, etiquette, etc., and have delivered a large number of comprehensive talents for the industry, instead of just training waiters who only know professional knowledge [7]. In addition, in some schools, the level of practical teaching is poor, and students can't practice bar work in schools, which leads to students' low practical operation ability, which will adversely affect students' future employment.

2.2. Professional teaching methods are relatively single

Many schools still adopt traditional teaching methods in teaching. Teachers introduce the corresponding knowledge on the platform, while students sit in the classroom to learn passively. Often, practical teaching is only conducted when they are learning cocktail preparation. However, due to the pressure of class hours, teachers can only guide students to prepare several cocktails, which can not meet the students' demand for knowledge. Over time, students will be bored, which is not good for their future study and development. Looking at the present teaching situation of drinks and bars courses in colleges and universities, there are many problems in teaching methods and teaching site construction. The teaching of beverages knowledge and bar management needs practical operation. Therefore, some schools will build training classrooms on campus, but they often only transform ordinary classrooms and replace the podium and desks with bar counters and dining tables, which is far from the actual decoration of the bar, making it difficult for teachers to create corresponding situations in teaching. The construction of training venues is often transformed by using old classrooms. Some just replace the podium with a bar and the desks of students with dining tables, which is not very attractive to students; Although some are newly-built training rooms, there is a big gap between the overall decoration and the real bar, and there is still a lack of bar atmosphere.

2.3. In the course teaching, the course content is not enough

The course content of "beverages knowledge and bar management" is divided into modules such as drinks overview, drinks tasting, cocktail preparation, coffee making and bar service and management. There is a lot of beverages theory and cultural knowledge in the teaching content, and Chinese beverages and beverages culture are also an important part. The integration of the course content in the teaching of "beverages knowledge and bar management" is not deep enough, the content is not refined enough, and the cases have no new ideas. Influenced by the traditional subject based teaching mode, teachers rely too much on the contents of teaching materials in the course teaching process, and do not start from the actual work process to analyze the theoretical knowledge and professional skills that

should be mastered in the bar post. The curriculum content is not organized around the job task, which leads to the low correlation between the curriculum content and the actual job, and the knowledge and skills that students have learned cannot be well connected with the actual job requirements.

We should design talent ability training levels according to the specific requirements of the industry for posts; set up curriculum teaching modules according to work flow, work tasks, post responsibilities and requirements. According to the bar management service process, the teaching system is constructed to realize the docking of educating people and employing people. Add on, as a special cultural form, Chinese beverages culture has created many good wines with diligence and wisdom in the development process of thousands of years. The spirit of "courtesy" and "morality" in drinks culture is still worth learning by college students and can be fully utilized in teaching.

3. Mixed Teaching Practice of Beverages Knowledge and Bar Management Course Based on Smart Teaching Platform

3.1. Pre class instructional design preparation

Table 1 Course content system of beverages knowledge and bar management

Module	Teaching task (corresponding to a work item or task)		Task carrier
Beverages service module	Item 1: Fermented wine	Task 1: Cognition and service of wine	Understand the brewing raw materials and technology of wine, and master the types, characteristics, grading methods and service procedures of wine.
		Task 2: Cognition and service of beer	Understand the production process and classification of beer and master its service procedures.
	Item 2: Distilled liquor	Task 1: Cognition and service of foreign distilled liquor	Understand the production process and characteristics of foreign distilled liquor, and master the classification, grading methods and service procedures of each distilled liquor.
		Task 2: Cognition and service of Chinese liquor	Understand the raw materials and technology of Chinese liquor brewing, and master the characteristics of different flavor liquors.
Beverages making module	Item 3: Cocktail preparation	Task 1: Use of cocktail preparation equipment and utensils	Master how to use the equipment and utensils used to prepare cocktails.
		Task 2: Blending cocktails	Can use blending method, shaking method, blending method and stirring method to prepare cocktails.
	Item 4: Fruit bowl making		Can correctly use knife to cut fruit, and can use the methods of row, enclosure, enclosure and pile to create fruit platter.
	Item 5: Making special drinks		Master the characteristics, raw materials and manufacturing methods of common specialty drinks in bars.
Bar management module	Item 1: Bar awareness		Understand the concept and types of bars, master the composition of bars and the usage of common equipment and utensils in bars.
	Item 2: Procedures and service standards of bar reception		Master the service procedures and standards of the work items such as welcoming guests, ordering for guests, wine preparation, checkout service, and cleaning the table top of guests.
	Item 3: Procurement and storage management of bar raw materials		Understand the types of raw materials purchased in bars, and master the ways of purchasing various raw materials, acceptance and storage methods.

First, determine the teaching objectives. In addition to formulating the syllabus at the initial stage and determining the teaching objectives of the course for the whole semester, the specific weekly learning plan will be determined every week through the further decomposition and refinement of the teaching content and in combination with the students' learning situation. Before class, teachers upload learning plans, micro class videos, test questions, courseware and other teaching resources generated by cloud collective lesson preparation to the intelligent teaching platform for students to carry out self-

study. Based on the knowledge of Western food and customer service in courses such as "hotel management", "catering management practice" and "service etiquette", learn wine knowledge and cocktail preparation, and understand the relevant knowledge of equipment, utensils, raw materials and ingredients involved in wine service and preparation. According to the characteristics of the mixed teaching content of the course of drinks knowledge and bar management, it contains the guidelines or links of corresponding teaching resources, which are published through the intelligent teaching platform, so that students can have a full understanding of the learning objectives, and at the same time make clear the learning tasks and completion time requirements. While promoting the realization of knowledge teaching objectives, it also pays attention to the realization of ability objectives. Teachers should incorporate the national professional standards of bartenders into the course content, especially in the practical teaching of the course, so that the knowledge and skills that students have learned in the school classroom can truly meet the requirements of the future jobs, and improve their employability. As shown in Table 1.

After students complete their autonomous learning, they will conduct real-time online evaluation to detect the effect of autonomous learning in real time. Teachers will comprehensively analyze students' learning status and learning needs according to the data of intelligent teaching platform. The teaching objective is to learn beverage service through this course, master the knowledge of basic wines such as gin, rum, whisky, vodka, tequila and brandy and cocktail preparation techniques, and realize the transformation from beverage knowledge theory to practice. There are generally three types of teaching resources uploaded to the intelligent teaching platform. First, conventional resources, such as syllabus, teaching plan, courseware, electronic teaching materials and online question bank; Second, the existing network resources, such as MOOC of Chinese universities, teaching videos on Superstar Fanya platform, etc., are given guidance or links by teachers or obtained by students themselves; Third, it is a specific resource, which generally includes recording screens or micro-courses for key and difficult contents, topics or problems to be discussed, cases or practical projects. These specific resources are mainly used to stimulate students' interest in learning, or to deepen their understanding of difficult and important contents, or to cultivate their ability to apply what they have learned.

3.2. Teaching process setting

Under the guidance of teachers' teaching ideas, manage according to the management mode of profit-making bars, and set up posts, such as manager, foreman, bartender, cashier, waiter, cleaner, buyer, salesman, etc. Teachers and students have a full overall understanding of the starting point of teaching. Teachers can determine personalized teaching objectives according to students' specific conditions, design reasonable classroom processes, and provide important support for effective teaching. Students can better develop their learning consciousness, initiative and inquiry, and lay the foundation for lifelong learning ability training. Let each student practice once in each post, fully and systematically understand the job responsibilities, get familiar with the work tasks, and do all-round situational of truth, reality, actual sales and reality. Through the intelligent teaching platform, the interaction between teachers and students, students and groups in the classroom can be presented online in real time, so that students can participate in teaching and also participate in the classroom. Under the guidance of teachers, from liquor sales to billing, bottle opening, blending and pouring services, to designing products and marketing plans, and organizing managers to calculate profits and losses, so as to actually cultivate students' practical ability. Mixed teaching needs mixed learning evaluation mode. After completing the teaching, teachers store and upload the classroom records to the smart education cloud platform, which can generate a "learning situation diagnosis and analysis service report" in real time, and timely conduct a comprehensive evaluation of the whole teaching, so as to comprehensively evaluate the learning situation of students and the specific mastery of each knowledge point, so as to provide targeted guidance and provide basis for optimizing teaching.

3.3. Teaching content setting

The setting of teaching content is restricted by many factors, and it can only be demonstrated by teachers and observed by students, but it can't give students more hands-on opportunities and can't fully achieve the training goal of applied talents. "Beverages Knowledge and Bar Management" is a professional development course with humanistic quality education as the core of teaching content and training students' ability of mixing wine and professional quality. In the setting of teaching content, a plan for preparing to build a "campus leisure water bar" has been formulated. It is decided that under the guidance of professional teachers, students will determine their own products, operate independently, be responsible for their own profits and losses, find their own customers and promote

their own sales, and establish a "cultural leisure bar" integrating tea tasting, beverage, coffee, special drinks, newspaper reading and communication. Teachers should do a good job in learning situation analysis, reform teaching methods, integrate into curriculum thinking and politics, explain professional theory and practical knowledge, help higher vocational students cultivate preliminary Hotel people's thinking, and strengthen students' professional ethics education.

4. Conclusions

To sum up, the course of beverages knowledge and bar management is taught through the intelligent teaching platform, and the incentive mechanism is started in time to arouse the enthusiasm of the learning subjects. In the mixed teaching practice of the course of beverages knowledge and bar management, the enthusiasm of the learning subject is improved, and the learning efficiency can also be improved accordingly. Make students understand the future employment direction and job responsibilities, teachers find problems in students' practice and adjust teaching methods, so as to improve students' teaching practice ability, deepen students' understanding of bar work and enhance students' employment core competitiveness. Under the intelligent teaching platform, in classroom teaching, whether it is the outstanding performance of students or the excellent results of group cooperation, the teacher can immediately use visual content, such as like icons, to assist the teacher's evaluation when the evaluative language is generated.

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