

Research on the Construction and Practice of the "Post-Course-Competition-Certificate" Integration Model for the Course "Creation and Commentary of Tour Guide Speeches" in Higher Vocational Colleges under the Background of the World Skills Competition

Wenjing Li*

Ningxia Vocational College of Finance and Economics, Yinchuan 750011, Ningxia, China

**Author to whom correspondence should be addressed.*

Copyright: © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: Taking Ningxia Vocational College of Finance and Economics as an example, this paper discusses the significance of the construction and practice of the “Post-Course-Competition-Certificate” integration model for the course “Creation and Commentary of Tour Guide Speeches” under the background of the World Skills Competition. It analyzes the current teaching status and existing problems of this course, elaborates on the ideas and specific practical paths for the construction of the integration model, including integration measures in aspects such as course objectives, teaching contents, teaching methods, and assessment and evaluation. Finally, it summarizes and reflects on the practical effects, aiming to provide useful references for the teaching reform of relevant courses in higher vocational colleges and better cultivate high-quality skilled talents who can adapt to the development needs of the tourism industry.

Keywords: World Skills Competition; Higher vocational colleges; The course “Creation and Commentary of Tour Guide Speeches”; “Post-Course-Competition-Certificate” integration model

Online publication:

1. Introduction

In the context of the booming development of the tourism industry today, the comprehensive quality requirements for professional tour guide talents are increasing day by day. As an important platform for demonstrating the vocational skill levels of various countries, the World Skills Competition plays an important leading role in the teaching of relevant professional courses in vocational colleges ^[1]. The course “Creation and Commentary of Tour Guide Speeches” is one of the core courses in tourism majors and is crucial for cultivating students’ tour guide service skills

[2]. Taking Ningxia Vocational College of Finance and Economics as an example, exploring the construction and practice of the “Post-Course-Competition-Certificate” integration model for this course under the background of the World Skills Competition will help improve the teaching quality of the course and enhance students’ employment competitiveness, which conforms to the practical needs of talent cultivation in the tourism industry.

2. Analysis of the current teaching status and existing problems of the course “Creation and Commentary of Tour Guide Speeches”

2.1. Current teaching status

Currently, in terms of teaching content, the course “Creation and Commentary of Tour Guide Speeches” at Ningxia Vocational College of Finance and Economics covers the teaching of basic knowledge such as the basic structure of guide words, the key points of creating guide words for different types of scenic spots, and explanation techniques. In terms of teaching methods, various forms such as classroom lectures,, and simulated explanations are adopted, aiming to enable students to master relevant theoretical knowledge and be able to carry out certain practical operations. In terms of assessment and evaluation, students’ course learning achievements are mainly evaluated by comprehensively considering usual assignments, classroom performance, and final examination results.

2.2. Main existing problems

2.2.1. Disconnection between the course and post requirements

Although the course content involves relevant knowledge of Creation and Commentary of Tour Guide Speeches, some parts fail to closely combine with the requirements of the current actual posts in the tourism industry for innovation, personalization of guide word creation, and the appeal of explanations. As a result, it is difficult for students to quickly adapt to the actual work scenarios after graduation [3].

2.2.2. Insufficient connection with skill competitions

The World Skills Competition and various domestic tour guide-related skill competitions have strict and cutting-edge competition standards and requirements. However, there are deficiencies in aspects such as the integration of competition items into the course teaching and the cultivation of competition skills, and students’ ability and competitiveness to participate in competitions need to be improved.

2.2.3. Insufficient attention to vocational qualification certificates

During the teaching process, the knowledge points and skill points involved in obtaining tour guide vocational qualification certificates have not been fully integrated with the course learning, resulting in students lacking targeted training in obtaining certificates, which affects their future career development.

3. Ideas for the construction of the “Post-Course-Competition-Certificate” integration model

3.1. Oriented by post requirements

Conduct in-depth research on the actual needs of tour guide posts in the tourism industry for Creation and

Commentary of Tour Guide Speeches, analyze the knowledge, skills, and qualities required by the posts, and integrate them into the teaching objectives and teaching contents of the course to ensure that what is learned in the course can be directly applied to post work and achieve seamless connection between the course and the posts [4].

3.2. Guided by skill competitions

Draw lessons from competition rules, and scoring standards of the World Skills Competition and high-level domestic tour guide skill competitions, optimize the teaching contents and teaching methods of the course, introduce excellent cases and innovative techniques in the competitions into the classroom, cultivate students' professional skills that meet the requirements of the competition [1].

3.3. Based on vocational qualification certificates

Sort out the examination syllabus of tour guide vocational qualification certificates, clarify the core knowledge points and skill points involved in obtaining the certificates, and organically integrate them with the course teaching [4], so that students can simultaneously complete the accumulation of knowledge and skills related to certificate examination during the course learning process, improve the certificate acquisition rate, and enhance their employment competitiveness [2].

4. Specific practices of the “Post-Course-Competition-Certificate” integration model

4.1. Integration of course objectives

4.1.1. Docking with post ability objectives

Based on the actual work tasks of tour guide posts, determined that students should possess the ability to accurately create guide words, be able to create high-quality guide words according to different tourist groups and different scenic spot features [5]. At the same time, they should have vivid and appealing explanation abilities, as well as good adaptability and service awareness. Incorporate these ability cultivation objectives into the overall objectives of the course [6].

4.1.2. Integration of competition skill objectives

Referring to the requirements for the tour guide explanation session in the tourism service event of the World Skills Competition [1], such as the accuracy, logic, and innovation of the explanation content, the fluency and vividness of language expression, and the appropriate use of body language, set corresponding course skill objectives, so that students can improve themselves according to the competition standards in their daily learning.

4.1.3. Combination with certificate examination objectives

According to the key points of the examination on Creation and Commentary of Tour Guide Speeches in the tour guide vocational qualification certificate examination, such as the standard format of guide words, the scope of scenic

spot knowledge covered, and the control of explanation duration, refine the course objectives to ensure that the course learning is in line with the requirements of the certificate examination.

4.2. Integration of teaching contents

4.2.1. Integration of typical post-work tasks

Introduce typical work tasks of tour guide posts, such as guide word creation before receiving a tour group, the implementation of explanations during the tour group process, and responding to tourists' questions. Design corresponding teaching projects. For example, relying on famous local tourist attractions in Ningxia (such as Sand Lake, Zhenbeibu Western Film Studio, etc.), let students master the skills of Creation and Commentary of Tour Guide Speeches in practice.

4.2.2. Introduction of competition cases and standards

Intersperse excellent guide word cases in the World Skills Competition and important domestic tour guide skill competitions in the teaching contents, analyze their creation highlights and explanation techniques. At the same time, interpret the scoring standards of the competitions in detail, so that students can create and explain guide words according to high standards, such as how to highlight cultural connotations in explanations and how to interact with tourists [7].

4.2.3. Integration of certificate examination point knowledge

Sort out the examination points related to Creation and Commentary of Tour Guide Speeches in the tour guide vocational qualification certificate, and integrate these knowledge points into the daily teaching contents. Strengthen students' mastery of the examination points through forms such as special exercises and mock examinations [8].

4.3. Integration of teaching methods

4.3.1. Project-driven teaching method

Driven by actual tour guide work projects, for example, taking on the task of a three-day tour of a tourist group in Ningxia, require students to complete the design of Creation and Commentary of Tour Guide Speeches plans for the entire itinerary in groups, display and conduct mutual evaluations in the classroom, and finally the teacher gives comments. In this way, students can learn by doing and improve their comprehensive abilities.

4.3.2. Simulated competition teaching method

Regularly organize simulated tour guide skill competitions, completely following the procedures and rules of the World Skills Competition or domestic competitions, so that students can become familiar with the competition atmosphere in the simulated competition environment, exercise their competition skills, discover their shortcomings and make timely improvements. At the same time, cultivate students' competitive awareness and team cooperation spirit.

4.3.3. Online and offline blended teaching method

Utilize online teaching platforms to upload rich course resources, including excellent guide word examples, video explanations of competitions, and tutoring materials for certificate examinations, for students' autonomous learning. In offline classrooms, conduct practical operations, answer questions and have interactive exchanges to improve teaching effects [8].

4.4. Integration of assessment and evaluation

4.4.1. Multi-subject evaluation

Construct a multi-evaluation subject composed of teachers, part-time enterprise teachers, and students. Teachers evaluate from the perspectives of professional knowledge and skills. Part-time enterprise teachers evaluate students' operational standardization and professional qualities according to the actual post standards. Students can understand the differences between themselves and their peers through mutual evaluation, realizing the comprehensiveness of evaluation.

4.4.2. Combination of process and outcome evaluation

Not only pay attention to students' final guide word creation results and explanation performances, but also attach importance to students' participation, team cooperation ability, and learning attitude in the course learning process. Conduct process evaluation through various aspects such as usual assignments, project completion, and classroom performance, and combine it with outcome evaluation, such as final examinations, to more objectively reflect students' learning achievements.

4.4.3. Integration of post, competition, and certificate evaluation elements

Integrate the work requirements of tour guide posts, such as tourists' satisfaction with explanations, into the assessment and evaluation indicators. Refer to the scoring details of skill competitions, such as the accuracy and fluency of explanations. Combine the scoring standards of vocational qualification certificate examinations, such as the content integrity of guide words, to make the assessment and evaluation more targeted and practical [9].

5. Practical effects of the “Post-Course-Competition-Certificate” integration model

5.1. Obvious improvement in students' professional skills

Through participating in the course learning under the integration model, students can create higher-quality guide words that are more characteristic, meet the needs of tourists, and reflect the cultural connotations of scenic spots in terms of guide word creation. In terms of explanation skills, the appeal and attractiveness of explanations have been significantly enhanced. The number of awards won by students in various levels of tour guide skill competitions has increased.

5.2. Increase in students' certificate examination pass rate

Due to the in-depth integration of the course with the tour guide vocational qualification certificate examination, students are more targeted in the preparation process, have a firmer grasp of the knowledge points and skill points of the examination, and the certificate examination pass rate has been significantly improved compared with the past.

5.3. Enhancement of students' employment competitiveness

Students cultivated under the integration model are more in line with the actual needs of tour guide posts in the tourism industry, possess the knowledge, skills, and qualities required by the posts, and have accumulated certain experience and honors in competitions. They are favored by tourism enterprises in the job market, and the employment quality has improved.

5.4. Optimization of course teaching quality

The teaching contents of the course are more abundant and practical, the teaching methods are more flexible and diverse, the assessment and evaluation are more scientific and reasonable, and the overall teaching quality has been significantly improved.

6. Summary

Under the background of the World Skills Competition, the construction and practice of the "Post-Course-Competition-Certificate" integration model for the course "Creation and Commentary of Tour Guide Speeches" at Ningxia Vocational College of Finance and Economics has achieved certain results and has played an active role in improving students' comprehensive skills [10]. In the future, the "Post-Course-Competition-Certificate" integration model should be deepened continuously to cultivate more high-quality tourism professionals.

Disclosure statement

The author declares no conflict of interest.

References

- [1] Huang R, Huang Y, 2016, Inspirations of the World Skills Competition on the Talent Cultivation of Vocational Education in China. *Vocational Education Forum*, 3(3): 46–49.
- [2] Xu G, 2021, The Key to the "Double High" Construction of Vocational Education: The Integration of "Post-Course-Competition-Certificate". *Research in Educational Development*, 3(3): 30–36.
- [3] Wang R, Tian X, 2019, A Brief Discussion on the Improvement of Tour Guide Speech Creation Ability of Tourism Majors in Higher Vocational Colleges. *Journal of Urumqi Vocational University*, 28(4): 29–31.
- [4] Zhao Z, 2018, *Vocational Education Learning Field Courses and Course Development*. Tsinghua University Press, Beijing, 1–20.
- [5] Ou X, 2024, Creative Analysis and Teaching Implications of "On-site Tour Guide Speech Creation and Explanation"

- Based on the Analysis of the Higher Vocational Group (Tour Guide Service) Event of the National Vocational College Skills Competition. *Journal of Qiqihar Junior Teachers' College*, 2024(6): 145–148.
- [6] Zeng X, Wang L, 2022, The Practice of Curriculum Reform in Higher Vocational Tourism Management Majors under the “Post-Course-Competition-Certificate” Comprehensive Education Model. *Tourism Overview*, 12(12): 220–222.
- [7] Mai M, 2024, Research on the Writing of Tour Guide Speeches from the Perspective of Culture, thesis, Changchun University of Science and Technology, 35.
- [8] Wang C, 2024, Research on the Curriculum Reform of Tour Guide Speech Creation and Explanation Based on the Classroom Revolution. *Shanxi Youth*, 2024(17): 132–134.
- [9] Pan H, Wang S, Long D, 2015, Research on the Interactive Effect between China’s Vocational Education and Economic Development. Higher Education Press, Beijing, 1–20.
- [10] Jiang D, 2017, The Structural Logic and Category of Vocational Education Courses. *Chinese Vocational and Technical Education*, 2017(13): 4–10.

Publisher’s note

Whioce Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.