

The Design and Practice of Flight Attendant Etiquette Course Based on Post Demand

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Abstract: As a higher vocational flight attendant major that delivers skilled and practical talents to the civil aviation industry, it is necessary to reform the knowledge-based curriculum teaching of traditional disciplines, closely integrate the teaching content with the industry, and make the training of talents closer to the needs of professional positions. The author takes the flight attendant etiquette courses in higher vocational colleges as an example, analyzes the training objectives of the flight attendant major and the requirements of the enterprise for the professional talents, and combines teaching practice to explain the professional implementation of the post-demand-oriented flight attendant etiquette course teaching reform Explore and experience.

1. Introduction

With the development of society, more and more flight attendants have received extensive attention, and relevant universities set up aviation schools to train professional aviation service talents. As a flight attendant major, his future career characteristics determine the necessity of learning etiquette knowledge. Etiquette training mainly cultivates students' daily life, study and work, to behave in the world, treat others and serve etiquette norms, etc. Therefore, etiquette training courses will definitely become a professional compulsory course for them to improve their personal qualities. At present, there are still some problems in the setting of etiquette courses, the formulation of talent training programs, teaching content, and teaching links in the flight attendant majors of colleges and universities, which need to be further strengthened and improved to cultivate high-end service-oriented talents. As a compulsory course for service majors, the etiquette training course is an effective way to enhance the quality of students and enhance their good image. It can not only cultivate students to have the correct body posture, beautiful body shape and elegant temperament, but also improve students' future work. Comprehensive professionalism. For students majoring in flight attendant services, etiquette training courses are more and more popular and accepted by students. As institutions of higher learning, they should continue to explore and improve the professional etiquette training courses to achieve the unity of science, effectiveness and interest. The students' physique is healthier, the shape is more beautiful, and the comprehensive ability can be comprehensively developed, which will create a good image for the civil aviation work in the future.

2. Features of Professional Flight Attendant Job Services

There are three main characteristics of professional flight attendant service: First, service ability: before the customer purchases the ticket, the consumer cannot see and touch the aviation service, only when the consumer steps on the plane, the production and consumption of the aviation service are immediately At the same time, consumers experience a kind of feeling, spiritual joy. The professional service of flight attendants is embodied in providing guests with meeting gifts, greeting gifts, and smiling gifts, embodied in the speech and behavior of the service staff, and more embodied in the satisfaction of the guests. The customer is the "God" of service. The second is comprehensiveness: the requirements for the quality of the staff in the flight attendant position are relatively comprehensive. There are relevant standardization requirements in terms of professional skills, politeness, handling, professional knowledge, language exchanges, etc., and only the basic

skills of a solid service etiquette are required. Various problems can be solved in the actual service process. The third is independence: flight attendants spend most of their working hours on the plane, so there are many situations that must be faced and resolved independently. As a flight attendant, learn to think independently and solve problems independently. Be adaptable and flexible to make customers satisfied.

3. Shortcomings and Deficiencies in Current Etiquette Course Design

The etiquette courses in higher vocational education, as the core courses for cultivating high-level service talents, play a decisive role in the formation of the professional qualities and skills of the educated. However, the current etiquette courses have the following shortcomings and shortcomings:

(1) The specific content of the course is rigid and not flexible enough relative to the job demand. With the improvement of the national economy, China has gradually stepped into the ranks of the world's tourism powers. This makes the service industry change rapidly, and the requirements for practitioners are getting higher and higher. However, the design of higher vocational courses has not quickly kept up with the development of upstream and downstream industries, and is out of touch with the development speed of the real society, making the specific content of the courses dull and unable to reflect current needs.

(2) The course objectives are not specific enough, and the content is "wide but not specialized". At the beginning of the design of etiquette courses, its goals generally require wide coverage, so as to meet the various needs of employers. The side effect is that the goals of etiquette teaching become generalized and the key points cannot be highlighted.

(3) It is far away from the job requirements and cannot stimulate students' interest. Since the course is aimed at students, if the course itself is far away from the job requirements and lacks vivid scenes and cases, students' interest will be greatly reduced and the effect will be very unsatisfactory. In view of the above-mentioned shortcomings, this article first analyzes the current training objectives of flight attendants and typical job tasks. Based on the results of the analysis, new ideas for curriculum design are proposed. In order to test this new idea, the author applies these methods to specific During the teaching, significant results have been achieved.

4. Analysis of Training Objectives of Flight Attendants and Typical Job Tasks

The flight attendant professional training supports the party's basic line, comprehensive development in moral, intellectual and physical, possesses good professional ethics and professionalism, masters solid theoretical knowledge and proficient operating skills required for flight attendants, and provides air and ground services for the civil aviation industry Positions, high-end skilled talents engaged in flight attendants, civil aviation ground services, business travel services, etiquette services, hotel services, etc. Main job position: flight attendant. Secondary jobs: civil aviation passenger transport staff (including check-in staff, baggage inquiry staff), civil aviation ticket sellers, airport security checkers, VIP lounge attendants, information desk services, etc. Relevant job positions: front desk staff, business public relations staff, etiquette reception staff, service positions in related service industries, etc. According to the talent training goal, the job group of the flight attendant profession is mainly customer service positions. The nature of the front-line window positions determines the important position of etiquette in the training of professional talents. In addition, the professional quality requirements of service positions for employees also include comprehensive qualities such as good communication skills, teamwork spirit, and service awareness.

According to the guiding ideology of "employment-oriented, post-based, and ability-based", centering on the talent training goals of flight attendants, the work tasks of the target group of flight attendants are analyzed, summarized and sorted. In the next section, we will specifically introduce how to decompose the etiquette teaching content according to the specific work tasks of the target post group, so that students can acquire the etiquette knowledge and skills for the job, so that they

will have more skills when facing different target post groups. Outstanding competitiveness.

The assessment method is the ultimate embodiment of the teaching content and the baton for students' study and life. Compared with the traditional course assessment method, we have made corresponding changes to the assessment method under the new curriculum design. The teaching method for the job needs to be supplemented by corresponding assessment methods to test the core professional abilities of students for different etiquette requirements. The assessment method under the new curriculum design is different from the past. It not only requires students to increase their awareness of etiquette and knowledge of etiquette, but also to develop etiquette behavior habits and apply etiquette knowledge and skills to social life and work. To this end, we have carefully designed an assessment method that is in line with the teaching style, including: 1. Assessment part: course etiquette knowledge and practical operation assessment, accounting for 70% of the total score in the final assessment of the course, including basic etiquette 10%, appearance and appearance 10%, welcome, reception, reception, business and interview etiquette each account for 10%. All practical examination sites are mainly judged according to the etiquette skills requirements of different positions. The welcoming etiquette assessment will set the welcoming scene in advance, and the students will give greetings in groups, showing the service-style standing and smile; the front desk etiquette will be assessed through the situational answers of 10 actual airport inquiries; the assessment of reception etiquette will simulate aviation The training building explains and guides; the business etiquette requires students to design their own VIP reception scenarios in small groups; the interview etiquette adopts a simulated airline interview for corresponding assessment. Daily part: Daily etiquette standard assessment, accounting for 20% of the final assessment. Etiquette courses are not abstract and empty things. They are ubiquitous and are always reflected in our lives, studies and interactions. Therefore, in etiquette learning, teachers should urge students to combine knowledge and behavior with consistent knowledge and behavior, cultivate good behavior habits, and pass random inspections. Comprehensively examine the norms and habits of students' daily etiquette from the aspects of appearance, language etiquette, public etiquette, and behavior. Practice part: Social etiquette practice assessment, accounting for 10% of the final assessment of the total score, requires students to actively participate in etiquette activities inside and outside the school, and record the practice experience of etiquette activities. This not only further emphasizes the practicality of the course, but also encourages students to take the initiative to participate in daily life, and encourages and urges them to learn etiquette earnestly and use etiquette earnestly. Additional part: In addition to the above-mentioned centralized assessment methods, campus activities such as the Etiquette Star Contest are also used to enrich students' etiquette practice, show etiquette style, and give etiquette additional points to participating students.

Theoretical teaching link: To learn etiquette and use etiquette, you must master the most basic etiquette principles, characteristics and methods, and apply the learned theoretical knowledge to actual work positions. The content that the flight attendant major must learn and master includes: Rule 3A: Accept each other, respect each other and praise each other in order to get along with others and establish a good personal image; Meeting etiquette: understand the type of address and the appropriate occasions for the address Important, the first greeting at the meeting will also leave a deep impression on others; Grooming, appearance, manners and etiquette are compulsory courses for flight attendant students, because he leaves the guests the most direct sensory impression, so the basic theory Knowledge should be learned solidly; makeup is a respect for guests and an improvement of self-image; The corresponding positions of flight attendants must contact people from all over the world, so master the knowledge of foreign etiquette and religious etiquette for flight attendants. Said to help improve the quality of work. In short, for the characteristics of the flight attendant profession, the design of theoretical courses is targeted, which helps to improve the professional level of flight attendants.

5. Conclusion

In the teaching process of the etiquette training courses for flight attendants in colleges and universities, it is necessary to clarify the teaching objectives, formulate reasonable teaching content

and distinguish the key points and difficulties, and use appropriate teaching methods and curriculum evaluation systems to improve students' motivation and increase The efficiency of classroom teaching has changed from passive learning to active learning, receiving good teaching results, training students into high-quality, high-skilled applied talents, and making due contributions to the development of China's civil aviation industry.

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