

Original Article

The Teaching Reform for "International Sommelier": Phenomenological Teaching based on the Cultivation of Students' "Transversal Competences."

Peng Yu

140# Longshun Road, Yibin City, Sichuan Province, China.

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Abstract - The training of "international sommelier" at Baijiu (liquor) College of China is in line with the educational reality of local colleges and universities, which is conducive to the function of colleges and universities to serve the local economy and promote the policy of "going out" of Chinese culture. However, "International Sommelier" belongs to the "English +" compound talent, which focuses on interdisciplinary integration and aims to cultivate talents with intercultural communication ability in the external promotion of Chinese liquor culture. Traditional education pays attention to students' "vertical development" and neglects the cultivation of students' "horizontal ability," which easily leads to the separation of knowledge. Therefore, the classroom teaching mode of international sommeliers needs to be reformed. The latest achievements of Finnish curriculum reform, such as "transversal competencies" and "phenomenon teaching," are in line with the training concept and goal of the "international sommelier" of Baijiu College of China. The introduction of "phenomenon teaching" based on the cultivation of students' "Transversal Competencies" is aimed at seeking theoretical support for the cultivation of "international sommeliers" in Baijiu College of China and promoting the high-quality development of "international sommelier" education and teaching.

Keywords - International sommelier, Transversal competencies, Phenomenological teaching.

1. Introduction

According to the guidance of the Ministry of Education on guiding some local regular undergraduate universities to transform into application-oriented universities, as economic development enters a new normal, the relationship between talent supply and demand is undergoing profound changes. In the face of profound economic restructuring, accelerated industrial upgrading. With continuous social and cultural development progress, especially implementing the innovation-driven development strategy, structural problems in higher education have become more prominent. The trend of homogenization is serious; the difficulty and low quality of employment for graduates have not been effectively alleviated, the training mechanism for applied, compound, and innovative talents have not been completely established, and the structure and quality of personnel training do not meet the requirements of economic restructuring and industrial upgrading [1]. In terms of the employment situation of English majors in China, compared with graduates with professional skills, graduates with pure language learning gradually lose their advantages in the workplace. The main reasons are as follows: 1. the expansion of college enrollment leads to the increasing saturation of English majors; 2. the curriculum of English majors is not guided by market demand; 3. the teaching methods are not updated with the progress of the times, which is not conducive to the improvement of the

comprehensive practical ability of English majors. [2] To deal with the bottleneck problem of difficult employment and low employment quality for English majors, colleges and universities should, according to the requirements of social and economic development, focus on improving students' comprehensive quality and ability, adjust the teaching content and teaching mode comprehensively, and implement the reform of English major education and teaching.

Baijiu College of China actively seeks breakthroughs and takes the road of school-enterprise cooperation by combining regional advantages to promote the employment diversification of English majors. To identify the focus and breakthrough of transformation and development and to enhance the capacity of local colleges and universities to serve regional economic and social development, Baijiu College of China has put forward a new concept of training "international sommeliers" jointly with local enterprises (Wuliangye Group Co., LTD.), the aim of which is to, according to local economic characteristics, cultivate international sommelier talents with broad international vision, innovative spirit, and practical ability, as well as solid bilingual foundation, liquor knowledge foundation and cross-cultural communication ability. No matter the cultivation conception or target location, the concept of "international sommelier" abroad differs from the concept of



"international sommelier" proposed by Baijiu College of China. Therefore, the direct introduction of the international sommelier training model from abroad is bound to be unacclimatized. Moreover, the traditional education curriculum structure is single, and the subject system is relatively closed, so it is difficult to reflect the new content of modern science and technology and social development; and the curriculum is divorced from students' experience and social reality, so it is difficult to adapt to the needs of the local economy, social development and diversified development of students [3]. Therefore, the traditional discipline teaching mode does not accord with the cultivation concept of an "international sommelier." According to the definition of "international sommelier," the cultivation of an international sommelier needs a new teaching model which can cultivate students' subject knowledge and cultivate their comprehensive ability across related disciplines. From this perspective, the "phenomenological teaching" based on the cultivation of "transversal competencies" is more suitable for the cultivation of an "international sommelier." This teaching mode first requires students to master systematic subject knowledge. This basis creates a "social phenomenon" in class to stimulate students' knowledge of various subjects and cultivate their ability to integrate interdisciplinary knowledge to solve practical problems. Therefore, it is of great practical significance to implement the "international sommelier" training at Baijiu College of China and carry out the classroom teaching reform based on the training of "transversal competencies."

2. The Concept of "International Sommelier" Proposed By Baijiu College Of China

The concept of "Sommelier" originated in foreign countries, referring to the service personnel responsible for drinks in hotels and restaurants. In essence, its education belongs to typical vocational education, which takes technical rationality as a value orientation and cultivates "tool people" serving specific social strata. The educatees only need to master professional skills and certain knowledge of table manners. Their growth does not need systematic subject knowledge, let alone the cultivation of art and culture. The teaching reform of "international sommelier" in China aims at international sommelier talents with broad international vision, innovative spirit and practical ability, solid bilingual foundation, liquor knowledge foundation, broad knowledge of humanities and social sciences, and strong cross-cultural communication ability [4]. In other words, they are the messengers of intercultural communication carrying the knowledge of Chinese liquor, liquor culture, liquor-making art, and so on. They are the practitioners of "going out" of Chinese culture.

On the one hand, they belong to the "English + liquor major" compound talents, who need to master English, translation, liquor culture and other disciplines of knowledge and relevant professional skills; On the other hand, they belong to the high-quality cultural publicity talents, who need to accept the cultivation of traditional

Chinese culture and liquor-related literature and culture and improve their self-cultivation and quality as well as cross-cultural communication ability. The traditional teaching model is difficult to meet the needs of cultivating such talents. In other words, special teaching mode innovation is needed to cultivate such talents with characteristics. This mode should pay attention to systematic subject knowledge and consider the ability to integrate subjects. In this regard, the concept of "phenomenal teaching" proposed by Finland, a powerful country in education, in 2016, which focuses on the cultivation of "transverse ability," is in line with the cultivation of "international sommelier" by Baijiu College of China in terms of learning mechanism, teaching mode, and evaluation method.

3. Traditional Education in China Vs Education in Finland

From the social and historical point of view, the industrial economy era is based on the natural economy of raw materials, so traditional education pays attention to the use of knowledge, emphasizes spreading knowledge, and trains to master knowledge. Therefore, education in the industrial economic era emphasizes the traditional educational view of Herbart, centered on teaching materials, classrooms, and teachers. For China at the beginning of the 21st century, due to the large population base and relatively weak teaching faculty, from the perspective of teaching operation, this "Herbart three-centre" traditional teaching mode is more in line with China's basic national conditions and educational reality. However, with the development of society, the comprehensive strength gap between China and the world's advanced countries is gradually narrowing, and traditional education has gradually exposed various discomforts. In the last ten years, our country has made a lot of achievements in education reform and introduced many advanced teaching modes, like flipped classrooms, project-centered learning, etc., but this makes a large number of education and teaching practitioners into another mistake: the modern education and traditional education opposite up, and everything of the traditional education has been severely criticized. The author believes that education pays attention to knowledge innovation in today's knowledge economy and information age. Education is student-centered, activity-centered, and experience-centered, but this does not mean that today's education should be "completely separated" from traditional education. We should treat traditional education and contemporary education dialectically. For example, the recent research results of Finland, such as "cross-competence" and "phenomenological teaching," are examples of the combination of traditional education and contemporary education concepts.

One of the main characteristics of traditional education is subject (discipline) teaching. In contrast, the traditional concept of the subject is a relatively closed system. Traditional education usually develops students' various subject knowledge and ability vertically, ignoring

students' horizontal cross-disciplinary ability training. Even if some interdisciplinary teaching is involved, the knowledge of several disciplines is stiffly combined, which fails to integrate students' knowledge and ability in interdisciplinary aspects. Moreover, transversal competence is different. It is relative to traditional subject competence and refers to the ability required by different subjects and fields. This ability crosses disciplinary boundaries and requires integrating knowledge and skills from different fields to meet the needs of personal development, learning, work, and participation in public affairs. [5] To satisfy the cultivation of such "transversal competencies," it is necessary to create a "social phenomenon" in classroom teaching and let students place themselves in this phenomenon, activate students' relatively independent subject knowledge, and integrate it to solve practical problems.

4. Classroom Teaching Reform of "International Sommelier" based on the Cultivation of "Transversal Competencies."

The training of "international sommelier" is a new exploration made by Baijiu College of China in response to the policy of applied transformation and development of local universities and the route of "school-enterprise, cooperation, and co-education." International sommeliers bear the arduous task of spreading Chinese liquor culture, the new era's cultural messenger. Therefore, the classroom teaching of international sommeliers needs to create a cross-cultural communication environment conducive to students using knowledge and skills from a specific social phenomenon and gaining experience from it. International sommeliers need to master systematic knowledge structure (foreign language) and professional knowledge (liquor, health, marketing, and cultural publicity knowledge, among others). More importantly, they need to have relevant interdisciplinary ability, namely, "cross-competence" (international liquor marketing, liquor culture publicity, healthy drinking, wine tasting, etc.). Only in this way can international sommeliers integrate disciplinary knowledge in specific training and build a new knowledge system to solve the practical problems encountered in the process of spreading Chinese liquor culture to the outside world and promote the Chinese liquor industry to integrate with the international market and help Chinese culture to "go out."

After sorting out the above ideas, the key to the problem is effectively cultivating students' "crossing ability" in traditional classroom teaching.

As a teaching method, Phenomenon teaching focuses on "phenomenon," which often refers to observable facts. In the context of phenomenon teaching, "phenomenon" often transcends the boundary of physics, chemistry, and other disciplines and integrates more social phenomena, inspiring students to think deeply across disciplines. [6] To be specific, phenomenon teaching refers to when teachers or groups of teachers select a certain social phenomenon based on real-life and then rearrange similar subject

knowledge to form a course module of subject integration and take such course modules as the carrier to achieve cross-disciplinary teaching to cultivate students' "transversal competences." [7] As a kind of interdisciplinary ability orientation, transversal ability relies on subject teaching and benefits from the subject integration of phenomenon teaching. Therefore, phenomenon teaching will not replace subject teaching because students still have to learn and memorize systematic subject knowledge and logic [6]. Transversal ability is not to subversively abolish subject teaching but to be realized based on subject teaching [7].

Cultivating an "international sommelier" should be based on a systematic disciplinary knowledge structure (language and culture knowledge, wine knowledge, etc.) and realize interdisciplinary integration through phenomenological teaching. When constructing the professional curriculum system for international sommeliers in Baijiu College of China, cultivating "transverse ability" and applying "phenomenon teaching" in classroom teaching should be considered. An international sommelier is an inter-disciplinary talent; the so-called interdisciplinary teaching is not simply the addition of disciplines but a fusion between disciplines, so the cultivation of international sommelier talents is not just a combination of English and baijiu courses but is to rearrange the knowledge of English and liquor and other related subjects, to form new curriculum modules that integrate disciplines, to "breakthrough" barriers between related disciplines to achieve interdisciplinary teaching based on "cross-competence" cultivation.

For example, with the phenomenon of "Liquor culture scholars' Trip to Europe," first of all, students should consider how the trip to Europe can be realized, including budget, route, accommodation, etc.; that is to say, students should master the relevant life knowledge; Secondly, students should consider why the cross-cultural study tour is meaningful and what liquor culture they want to bring to foreign friends, that is, students should master relevant knowledge of liquor culture. Finally, what media should be used to disseminate liquor culture effectively? That is, students should master relevant intercultural communication skills. It is necessary to create a "social phenomenon" in class. Students can be placed in such a "social phenomenon" to stimulate the knowledge they have mastered and develop their ability to integrate the knowledge and reconstruct a new knowledge system to solve practical problems. In this way, students' cognition and acquisition process can break through the barriers between disciplines and achieve the integration of theoretical knowledge and social practice, campus life, and social experience. Students are no longer immersed in pure knowledge learning but understand phenomena in the fusion of knowledge and phenomena to learn knowledge, generate thinking, form world views and values, improve creativity, and eventually form skills necessary for the 21st century, namely the seven transversal abilities proposed by Finnish phenomenon teaching[8]

5. Conclusion

One of the disadvantages of traditional teaching is the relative closure of the disciplinary system, which neglects the cultivation of students' interdisciplinary ability and only pays attention to the vertical development of students' theoretical knowledge. Such a teaching mode can only cultivate "scholar-like" and hidebound graduates but cannot meet social development needs. However, the current sommelier training worldwide is based on vocational education. Its target is to "produce" such a sommelier in charge of drinks in hotels and restaurants or a waiter who "juggles bottles" in bars and pubs. Its essence is far different from the "international sommelier" in Baijiu (liquor) College of China, who strives to be a messenger of

cross-cultural communication. Therefore, on the one hand, the classroom teaching reform of "international sommelier" should break through the "knowledge separation" caused by the teaching of independent subjects without any "crossover" among those subjects. On the other hand, we should avoid the values of technical rationality and instrumentalism orientation and cultivate and improve the students' interdisciplinary ability and comprehensive quality. To meet the teaching objectives mentioned above and the needs of classroom teaching based on the "cross competence" of international sommeliers, we need to introduce a new, effective and interdisciplinary teaching mode -- "phenomenon teaching."

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