

Research on Cultural Embedding in the Cultivation of Tourism Management Professionals

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Abstract Under the background of the new era, the deep integration of culture and tourism puts forward newer and higher requirements for the comprehensive quality of tourism human resources. As an important supplier of tourism human resources, colleges and universities must conform to the requirements of the development of the times, solve problems existing in talent training at present, and innovate the ideas and ways of talent training. This paper summarized the new requirements of the integration of culture and tourism for the training of tourism management professionals in colleges and universities, and put forward a “four-in-one” tourism talent training system by optimizing the curriculum system, improving practical teaching, strengthening the construction of “double-qualified” teaching staff and reforming the evaluation system, in order to cultivate high-quality multi-skilled talents that meet the needs of the cultural tourism market.

Keywords Integration of culture and tourism, Training of tourism talents, Cultural embedding

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Culture is the soul of tourism, and tourism is the carrier of culture. Under the background of the integration of literature and tourism, tourism presents new characteristics. The new changes and new demands in the tourism market pose new challenges to the quality of tourism talents, which requires practitioners to keep pace with the times and constantly update their professional knowledge of tourism management, and also requires them to have profound and rich cultural heritage. As the main battle position of tourism talent training, colleges and universities are facing many challenges in teaching content, teaching mode and teaching evaluation. Keeping up with the situation, exploring and cultivating compound talents that meet the needs of the times and realizing the leap-forward development of tourism management major in colleges and universities are the key driving force and fundamental guarantee for promoting the high-quality integrated development of culture and tourism.

1 New demands of the integration of culture and tourism on the cultivation of tourism talents

The new direction and practice of the deep integration of culture and tourism not only caused the change of tourism, but also put forward higher and newer requirements for tourism professionals' skills and quality^[1-2]. The immersion, depth and quality of tourism

consumption demand require tourism professionals to have both a high ability of integrated thinking and a strong ability of innovative thinking.

1.1 Changes of industrial connotation call for composite cultural and tourism talents

The original cultural industry and tourism industry are relatively single in connotation, and they are separated from each other^[2]. Cultural industry is often understood as literary and artistic creation and design, while tourism industry is often limited to six elements: food, shelter, transportation, travel, shopping and entertainment. The organic deep integration of culture and tourism has broken the original separation situation. The traditional six elements of tourism have integrated cultural elements and created a large number of new formats of cultural tourism. Cultural production such as media production, creative creation and design in the cultural industry has been integrated into tourism, forming a brand-new industrial chain. Moreover, culture also has career attributes, and the integration with tourism endows a large number of public cultural products such as libraries, museums and exhibition halls with brand-new tourism functions. The change of industry challenges the training mode of tourism management professionals, and the original training mode is relatively backward because it is limited to one-way thinking and industry barriers^[3]. With the rapid development of the

cultural tourism industry, the cultural tourism market is in urgent need of interdisciplinary, compound and innovative talents to provide strong talent guarantee and intellectual support for related business, management, planning, consulting, training and education. For example, the production and management of industrial contents requires employees to base themselves on local cultural characteristics, seize the emotional value of tourists, find a suitable entry point for the integration of culture and tourism, and cultivate and broaden diversified tourism consumption scenarios. Government management and the provision of public services not only need professional management and operation to improve public services, but also need humanistic care to provide comprehensive consumption guarantee for tourists.

1.2 Change of industrial environment calls for scientific and technological digital talents in cultural tourism

At present, China's macro-economy has entered the stage of high-quality development, and the high-quality development of the cultural tourism industry requires personalized, high-quality and diversified supply products to better meet the needs of tourism consumers. As a result, there is a stronger demand for innovative and creative talents in tourism product marketing, planning, design and operation. With the development of Internet and artificial intelligence, emerging technologies such as VR, AR, metaverse, blockchain, ChatGPT and

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so on are constantly emerging, and tourists' consumption mode, travel experience mode and social interaction mode have undergone earth-shaking changes, which has promoted the transformation and upgrading of business models of tour operators and the innovation of tour managers' management methods and management thinking. The change of the supply and demand environment of the cultural tourism industry has brought great influence to the whole industrial chain and the cultural tourism market. The demand for scientific and technological digital talents in the industry is increasing day by day, and the reform and innovation of the original talent training mode, teaching contents and teaching methods of tourism management major are imminent.

2 Main problems in the cultivation of tourism talents under the background of the integration of literature and tourism

2.1 Cultural courses are lacking, and the integration with professional courses needs to be improved

At present, the cultural courses offered by tourism management majors in colleges and universities are mainly embodied in general courses, such as ideological and moral cultivation and legal basis, basic principles of Marxism, psychological quality education, etc., which play an important role in cultivating students' correct world outlook and outlook on life and values, and forming good social morality, professional ethics and family virtues. Most of the textbooks selected for professional courses are general textbooks mainly from higher education press^[4-5], and national planning textbooks. The contents mainly introduce the basic knowledge and general laws in the professional field, while few related contents and courses aim at local historical and cultural characteristics and national folk customs, which leads to the loss of the application characteristics of tourism management major, which is far from the training standard that higher education should serve the needs of national and local economic and social development.

2.2 More attention is paying to theory than practice, and cultural and tourism integration and innovation and entrepreneurship education needs to be strengthened

The ultimate goal of tourism management major training is applied professionals, and the training of applied talents should emphasize practical teaching. According to the investigation,

many colleges and universities stipulate that students should meet high standards in professional theoretical knowledge and practical operation ability in talent training programs. However, in practice, there are many theoretical courses and relatively few practical teaching courses. The practical teaching methods are mainly to establish professional practical training centers in schools, and the carrier of practical education is single, and the practical teaching links only stay in superficial observation and simple skill operation^[6]. Innovation and entrepreneurship is a course that pays great attention to simulation and practice^[7]. However, innovation and entrepreneurship education in tourism management often relies on practical activities in the second classroom as the main carrier. The evaluation indicators for various entrepreneurial competitions and other activities often focus solely on economic benefits, neglecting the cultivation of students' sense of social responsibility, professional quality, and market awareness.

2.3 A team of "double-qualified" teachers needs to be cultivated urgently

The characteristics of tourism management major, such as strong application and skills, require teaching staff to have not only strong and profound professional basic knowledge and teaching level, but also strong practical experience and tourism service skills. On the one hand, the current employment system in colleges and universities often values scientific research and academic qualifications, while neglecting teaching and practice, resulting in a lack of practical and innovative ability for most teachers in the industry, making it difficult for them to be competent in applied and skilled tourism management teaching. On the other hand, it is difficult for professionals with rich experience in tourism management to enter colleges and universities to engage in teaching under the current employment system. It makes the construction of double-qualified teaching staff in local colleges face great difficulties.

2.4 A diversified education evaluation system needs to be established

The teaching of tourism management major is characterized by comprehensively evaluating students' learning quality with an emphasis on the use of a combination of joint evaluation methods such as schools, tourism enterprises, and tourism institutions, and the evaluation purpose is to promote students' all-round development as the value orientation. There is currently a problem of a single evaluation subject in the application of teaching evaluation system

in higher education, i.e., mainly relying on school evaluation. Tourism enterprises and tourism institutions lack channels or opportunities to participate in teaching evaluation, so the focus is put on outcome evaluation, neglecting process evaluation. In innovation and entrepreneurship education, traditional evaluation indicators, such as the scores of various innovation and entrepreneurship competitions and the rate of entrepreneurship, are still used, without combining innovation and entrepreneurship with professional teaching evaluation, and it is difficult to objectively and comprehensively measure the effect of innovation and entrepreneurship education in the curriculum system.

3 Thoughts on cultural embedding in the cultivation of tourism management talents in the era of cultural and tourism integration

3.1 Optimizing the curriculum system

With the integration of culture and tourism as the theme and curricula as the carrier, it is necessary to adjust and optimize curriculum setting and structure, so that talent training can meet the development requirements of tourism industry and career development in the new era.

3.1.1 Integrating culture into professional foundation and professional core courses. Considering the development characteristics of the tourism industry under the new background of cultural and tourism integration, it is appropriate to integrate cultural factors into the basic and core courses of tourism management, and promote students to connect with the times, industries, and specific positions. In terms of scenic area management, when dealing with conflicts of interest between villagers and scenic areas, a combination of emotion and law is needed to better resolve these conflicts. Tourism planning needs to highlight cultural characteristics and improve the survival and competitiveness of tourist destinations. The planning of tourism festivals and events in ethnic minority areas requires planners not only to have a profound cultural heritage and design distinctive cultural tourism products, but also to have a sense of humanistic care and strive to be disseminators and inheritors of excellent culture. Hotel management requires practitioners to continuously meet the personalized needs of customers while providing standardized services, and the integration of local culture provides an important way. The reform of the industry and the iterative upgrading of tourist demand require universities to reflect cultural principles as much

as possible in the process of cultivating talents, integrate more cultural elements into it, and continuously meet the demand for high-quality tourism talents in the integration of culture and tourism.

3.1.2 Increasing local culture courses. *National Standards for Teaching Quality in Tourism Management* pointed out that “Universities are encouraged to leverage their strengths and characteristics to improve the quality and level of undergraduate teaching, so as to promote higher education to serve the needs of national and local economic and social development.” The connection between local culture and specific regions is a reflection of regional characteristics, the soul of tourism development, and the cornerstone of tourism brand and competitiveness. Therefore, only by integrating professional talents with local culture can we better meet the national industry training standards and better adapt to social development and the needs of the regional tourism industry. Schools should combine local historical and cultural characteristics and the actual needs of cultural and tourism enterprises and institutions to restructure curricula, increase the development of regional culture such as the Yellow River culture, Mount Taishan culture, Liangzhu culture, Dawenkou culture and other courses, and strengthen the training of local talents, finally combining regional tourism economic development with cultural inheritance and innovation.

3.1.3 Giving full play to the role of traditional Chinese culture curricula. Chinese traditional culture embodies the common cultural characteristics of the Chinese nation. Through the study of traditional culture, students internalize it into their own humanistic and professional ethics, and then externalize it into action, better improving the quality of tourism services in the process of employment^[8]. In recent years, with the constant rise of national style and China tides, young people's enthusiasm for Chinese traditional culture has been rising. For how to make cultural allusions “out of the circle” and present them in a way that young people like to see and hear, cultural and tourism practitioners need to interpret and plan the content of Chinese traditional culture in a multi-dimensional and systematic way, enrich and innovate the supply of cultural and tourism products, and help traditional culture better convey to the audience. In teaching, on the one hand, Chinese traditional culture can be regarded as a compulsory course for tourism management majors, and supplemented by professional

courses involving relevant traditional culture, students can always soak in the atmosphere of traditional culture during their school days. On the other hand, combining with professional characteristics, students can gradually experience the infinite charm of traditional culture in the process of learning and doing by adding lectures on traditional cultural knowledge and creating brand activities based on traditional culture, which silently change their outlook on life, values, aesthetics, love, etc.

3.2 Improving practical teaching

3.2.1 Building a progressive practical teaching system. It is necessary to construct a progressive practical teaching system with clear levels and clear division of labor based on job requirements. The progressive practical teaching system focuses on four stages of practical training: in-class training, practical training weeks, extracurricular practice, and substituted post-exercitation. It uses two major practical platforms, virtual simulation on campus and off-campus bases, as carriers, and teaching contents with regional tourism and cultural characteristics as practical projects. The practical training level ranges from basic skills level, comprehensive application ability level to ability improvement and innovation level, and is gradually implemented in a layered and progressive manner^[9]. In this way, the practice teaching reform of tourism management major will be deepened in an all-round way to meet the new needs of the rapidly developing cultural tourism market.

3.2.2 Deepening the integration of industry and education and school-enterprise cooperation. Adhering to the principles of market demand and student employment orientation, a long-term working mechanism for the deep integration of tourism management industry and education and close cooperation between schools and enterprises can be established, so as to continuously improve the quality of applied tourism talent cultivation, achieve the combination of teaching, scientific research and production, and realize win-win cooperation and common development. We should keep up with the development trend of the industry, and absorb new forms of cultural tourism and new technology enterprises to create new practice bases. Relying on platforms integrating industry and education, schools and enterprises can jointly develop new cultural tourism products and innovate tourism and hotel products and service skills^[10]. We should make full use of the differentiated educational environment and resources between schools and enterprises to actively explore the order-based joint training mode and realize the

effective connection between high-quality and high-skilled tourism talents and industry needs^[7].

3.3 Strengthening the construction of “double-qualified” teaching staff

The development trend of the cultural tourism industry requires a team of “double-qualified” teachers with solid professional foundation, rich practical experience and strong application ability. Focusing on the cultivation of teachers' practical ability and innovative ability, we should establish and improve the working mechanism of education, and improve the quality of talents training in the tourism industry in colleges and universities and the ability to serve local social and economic development, so that the number, quality and structure of “double-qualified” teachers can basically meet the national standards, and the overall quality of teachers can meet the requirements of the training objectives of tourism management professionals^[11]. We should vigorously promote secondment of full-time teachers for getting experience, encourage teachers to apply for professional qualification certificates, increase the introduction of “double-qualified” teachers, strengthen the training of teachers' professional skills in various ways such as school-based training and off-campus study, and hire technical backbones or industry experts from cultural tourism enterprises who have practical experience and are competent for teaching tasks to undertake teaching tasks and guide teachers and students' experimental training. It is necessary to improve relevant policy support to provide encouragement and guarantee for teachers to become “double-qualified” teachers. Through above measures and ways, teachers' professional practice ability and social service ability can be effectively improved.

3.4 Reforming the evaluation system

An evaluation system should be co-constructed by schools and enterprises, with enterprises as the leading factor and schools as the main body, while adhering to the concept of student-centered and output-oriented and closely following the professional quality goal of tourism talents. When reforming the assessment content, classroom teaching should pay attention to the reasonable combination of basic, practical and innovative assessment contents, and highlight the examination of students' professional and technical ability, practical ability and innovative ability. We should encourage the combination of course assessment and subject skill competition and merge them with vocational skill certificate and industry qualification certificate examination, promote the integration of course competition and course certificate, and recognize performance

by competition (certificate). It is necessary to enrich examination forms. In addition to the traditional “standard answer” examination methods, we can further increase open topics, case analysis, scenario simulation and other open propositions, creative examinations and other examination forms to guide students to learn independently and explore and innovate boldly. We can promote whole-process assessment which runs through the whole in-class and after-class process, and improve the proportion of process assessment in academic performance, thereby breaking the one-sidedness brought by the condition that “one test will determine the results”. It is advised to promote the diversification of evaluation subjects, including school educators, industry tutors, cooperative enterprises and even tourists, as well as students’ self-evaluation and mutual evaluation, and explore and improve the evaluation mechanism of multi-evaluation subjects.

4 Conclusions

The change of industrial connotation and industrial development environment has brought good opportunities to the cultural tourism market. The continuous iterative upgrading of cultural tourism consumption demand has forced the cultural tourism industry to accelerate the innovation and transformation of supply content and supply mode, which has brought new changes in the demand for tourism talents. As the main body of talent supply, higher education is facing severe challenges. In order to adapt to the development trend of the integration of culture and tourism, colleges and universities need to update their education and teaching

concepts, and improve the training mode of professional talents, curriculum system, practice system and student assessment and evaluation system. Aiming at serving the development of regional tourism industry, they need to cultivate high-quality applied and compound professionals who have a sense of social responsibility and mission, public awareness and innovative spirit, master basic knowledge and skills related to tourism management, possess decision-making ability and management skills to discover, analyze and solve practical problems in tourism, and can engage in operation, management and planning in various cultural tourism enterprises and institutions, related modern service industries and government agencies.

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