

# Research on Talent Training Path in Higher Vocational Colleges Based on the Background of the Integrated Development of Cultural Tourism

—Taking Chongqing as an Example

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**Abstract**—The integrated development of cultural tourism presents specific characteristics and related problems. Based on their own positioning, higher vocational colleges should follow the tendency, respect the objective laws of the integrated development of cultural tourism, precisely position talent training objectives according to relevant professional characteristics while aiming at the problems, reasonably set up curriculum modules, vigorously promote the school-enterprise cooperation and order-based training mode, and enhance the effect of practical training, thus cultivating talents that meet the needs of the integrated development of cultural tourism.

**Keywords**—Cultural and tourism integration; Higher vocational education; Talent training; Path

## I. INTRODUCTION

In recent years, tourism in Chongqing has developed rapidly. The integrated development of cultural tourism has further promoted the prosperity of the tourism industry. The integrated development of cultural tourism in Chongqing presents some specific characteristics and also exposes some problems [1-3]. How to combine professional construction and social talent training in the context of the integrated development of cultural tourism to provide talent support for the promotion of the integrated development of cultural tourism has become a problem that we must seriously think about.

## II. CHARACTERISTICS AND PROBLEMS OF THE INTEGRATED DEVELOPMENT OF CULTURAL TOURISM

### A. The construction of tourism projects should pay more attention to rich cultural connotations

While providing tourists with the most basic accommodation services, tourism projects are increasingly enriching the tourism connotations and improving the tourism experience by launching relevant theme cultural activities. Many tourist attractions hold a variety of splendid theme cultural activities, such as experience of various traditional folk cultural activities, intangible cultural heritage

performances, and festival activity exhibitions and performances and other means, to greatly increase the cultural added value of local tourism projects, enriching the tourist experience of the tourists, showing the regional cultural characteristics.

### B. The construction of tourism projects should pay more attention to the improvement of cultural brands

It is learned from Chongqing's "13th Five-Year Plan" of Constructing an Internationally Renowned Tourist Destination that during the "13th Five-Year Plan" period, Chongqing will construct three tourist destinations, namely, Metropolis, Great Three Gorges and Great Wuling, cultivate the Yangtze River Three Gorges International Gold Tourism Belt, the beautiful landscape capital [4-6], the famous historical and cultural city of China, the hot spring capital of the world, the international business exhibition and shopping capital, the international leisure and holiday capital, and the seven tourism brands in the international rural tourism demonstration zone, and complete the value positioning of "Journey to New Accomplishments".

### C. Problems faced by the development of cultural tourism

From the perspective of product structure and characteristics, the supply of tourism products is not rich enough, the exploration and utilization of cultural connotation is insufficient, lacking of strong and powerful products and middle and high-end tourism products. Traditional tourism products account for a large proportion, while leisure tourism products are relatively few. Although rural tourism is multi-faceted, it lacks differentiation and specialization.

From the perspective of supporting facilities and services, the development of high speed rail lags behind, and the collection and distribution capacity of tourism traffic needs to be improved. The urban supporting facilities and services are not perfect, the reception capacity is insufficient, and the emergency management needs to be improved. And there are the phenomena of "first-class resources, second-class development, and third-class service" in some scenic spots.

From the perspective of cultural tourism practitioners, the total amount of cultural tourism talents is insufficient and the quality is not high, especially the gap of local tourism talents who understand tourism and love tourism is large. Asymmetry in knowledge structure and vocational skills is common among tourism projects, product development, extension personnel and marketing service personnel, and it is difficult to better meet the needs of the integrated development of cultural tourism.

### III. THE PRESENT SITUATION AND PROBLEMS OF CULTURAL PROFESSIONAL CONSTRUCTION IN HIGHER VOCATIONAL COLLEGES

According to the above analysis, as the main base for training primary skilled talents, higher vocational colleges shall shoulder the responsibilities to provide human and intellectual support for promoting the integrated development of cultural tourism. However, at present, there are some misunderstandings in the construction of relevant majors in higher vocational colleges.

#### A. *The talent training objectives are not clear enough*

At present, many higher vocational colleges cannot accurately position the talent training. Some higher vocational colleges confuse cultural industry management talents with cultural undertaking talents or management talents, making students of the cultural majors have no clear market demand direction and professional orientation after graduation; some higher vocational colleges position tourism professionals as middle and high-end tourism management talents, forming homogenization and inferior competition with the training of tourism professionals in universities; there are also some higher vocational colleges that focus on the training of vocational skills (especially single-skilled) talents, ignoring the cultivation and shaping of cultural literacy. All of these deviate from the talent training objectives and needs under the background of the integrated development of cultural tourism.

#### B. *The professional curriculum setting lacks applicability*

According to the survey of higher vocational colleges offering relevant majors, the training of professional talents mainly adopts the mode of "curriculum teaching + practical training" commonly used in higher vocational colleges. However, it often stays in the mechanical state of classroom teaching during the teaching week and practical training during the practice week, which makes no good connection between curriculum teaching and practical training. The curriculum setting lacks the progressiveness before and after the course and the logic between courses, which cannot accurately position the talent training objectives, making it difficult for students to form an accurate and clear cognition of the major they have studied.

#### C. *The professional teacher team lacks practicality*

At present, the "double-qualified" teaching team has gradually become the direction of the construction of the teachers in higher vocational colleges. The so-called "double-qualified" teachers refer to teachers who have both teacher

qualification and other professional and technical qualifications, that is, teachers who have "double certificates", namely, academic certificates (including graduation certificate and degree certificate) and professional and technical grading certificates. However, according to relevant survey results, many "double-qualified" teachers do not have the actual work experience in relevant industries and enterprises. Therefore, they still lack skills of relevant industries to varying degrees, which weakens the teacher team's guidance to students who are going to be engaged in relevant industries, and students may be unable to undertake the work in the cultural tourism industry in the future due to their lack of practical guidance.

### IV. IDEAS AND COUNTERMEASURES OF CULTURAL PROFESSIONAL CONSTRUCTION IN HIGHER VOCATIONAL COLLEGES

#### A. *Precisely positioning the talent training objectives, which is in line with the needs of the integrated development of cultural tourism*

##### 1) *Conscious and emotional objectives*

Higher vocational college students should have good cultural accomplishment, aesthetic taste, social skills and etiquette knowledge for the front line of production, construction and service. And they should have sound personality, optimistic spirit and good temperament, as well as modern consciousness of cooperation, responsibility, efficiency, service, market, legal system, environment and internationality, love culture and tourism, be able to establish a scientific world outlook and methodology, and have a correct outlook on life and values. The training of these qualities often needs to be carried out through a combination of general education and professional education.

##### 2) *Knowledge and skill objectives:*

Higher vocational college students should be able to skillfully apply the basic professional knowledge and industry background knowledge to the practical work, and master the skills proficiently and use them flexibly; they should have clear and smooth thinking at work, and be able to operate differently according to the characteristics of service objects. they should have the ability to control the team, and be skilled in operating the team to provide guarantee for the smooth progress of cultural tourism activities; they should be familiar with the etiquette rules that should be paid attention to in the cultural tourism industry, and be able to apply them to practical work; they should understand various service processes and management norms of travel agencies and tourist attractions. All of these should be completed through professional curriculum education, and planned and targeted classroom and practical education.

##### 3) *Capability training and comprehensive quality objectives*

Many higher vocational colleges highlight "employment-oriented", but neglect the capability training and the improvement of comprehensive quality of students, showing a strong utilitarian tendency in the capability and quality training that takes social practice and extracurricular activities as the main training method. However, the objectives of the

professional talent training program in terms of capability training and comprehensive quality training of the training targets should be reflected as: have strong capability to analyze, solve problems, express, communicate and cooperate with others; have the quality of love cultural tourism and love social life, and have a sense of conscientiously fulfill their duties; have the capability to collaborate in a team, organize and coordinate work, and plan and operate. Therefore, in addition to hardware construction, higher vocational colleges should pay attention to the construction of "soft environment", and fully create a good environment that integrates science and technology with humanities, which is conducive to the training of skills and the nourishment of spirit.

*B. Reasonably set up professional curriculum modules to cultivate talents of entry-level in the cultural tourism industry*

Higher vocational colleges should build a talent training mode with "professional foundation", "professional skills" and "professional quality" as the core, select cultural tourism projects that meet the needs of today's market and have cultural forward-looking significance as the main learning modules of relevant majors, and follow the logic system of curriculum and teaching principles of step-by-step, and going from the easy to the difficult and complicated to implement the curriculum teaching successively, so that the curriculum setting can fully reflect the professional position and skill needs.

*1) Professional foundation curriculum module*

This part of curriculum module should focus on general education curriculum coordinated with professional foundation curriculum, and complete the consolidation of professional foundation and understanding of the industry development background of the training targets through the implementation of the curriculum module. This module is to achieve the conscious and emotional objectives in the talent training objectives through the combination of general education and professional education.

*2) Professional skills curriculum module*

The content of this part of the curriculum module should cover most of the core courses in the major. In terms of core curriculum construction, cultural tourism projects with cultural forward-looking significance should be selected to build core courses in the aspects of cultural tourism performance, tourism product development and operation, cultural creative planning, and literary and artistic activity project execution. Design teaching contents according to specific requirements of different jobs and work processes, and set up different practical training links, and develop corresponding project tasks.

*3) Professional quality curriculum module*

This part of curriculum module is mainly to complete the talent training objectives of capability training and comprehensive quality objectives. Actively adopt various advanced teaching means and methods and philosophy, and carry out the exploration and reform of teaching path with the workshop practice projects, case analysis and work practice as teaching methods. And improve social service capability

driven by projects, undertake off-campus business guidance for the development and design of relevant cultural tourism projects, and form a connection between major and industry, vocational post, vocational education and lifelong learning. And a professional teaching method system with professional characteristics will be formed after accumulating a certain social reputation.

*C. Vigorously promote the school-enterprise cooperation and order-based training mode, and implement the teaching training plan of "bringing in, and going out"*

*1) Introduce enterprise talents to strengthen the teachers in higher vocational colleges*

Higher vocational colleges should boldly introduce outstanding talents in enterprises, especially those with human resources training experience, as an important part of their teachers. Conditional higher vocational colleges can rely on the industry resources of their various training bases to deeply sign a group of cultural tourism enterprises as their internship and practical training base, so that the teaching process can be connected to the production process. And they can rely on the construction of various base projects of the college to form a two-way cooperation idea of "co-construction, co-management, co-education, and win-win" for college teachers and enterprise teachers.

*2) Encourage school teachers and enterprise teachers to jointly develop talent training plans*

Higher vocational colleges should further deepen the school-enterprise cooperation personnel training mode, and establish the off-campus internship order training mechanism. They should promote the in-depth cooperation between schools and enterprises. In view of the large number of cultural enterprises in Chongqing, but insufficient attention to the professionals in the cultural tourism market, they should increase publicity and take the initiative to jointly develop professional talent training programs with enterprises (industries) to achieve the connection between professional teaching requirements and enterprise (industry) post skill requirements, professional curriculum content and occupational standards, and closely combine the teaching process of the school with the production process of the enterprise.

*D. Steadily enhance the practical training effect, and explore the establishment of a student practical training program system*

*1) Strengthen the construction of the bank of professional curriculum resources*

Higher vocational colleges should systematically design the professional curriculum system and practice project system according to the professional talent training plan, and construct the bank of teaching resources that leads the construction of cultural tourism majors. First, carry out the survey on the present situation of the professional teaching resources, design the professional teaching resource bank structure and function conceptual model for practical, convenient, scientific and effective independent study, and guide the connotation development and construction of the

bank of teaching resources. Second, the design of the professional teaching resource bank structure and function system model. Third, the development and construction of professional teaching resource bank. Guided by the overall design of the conceptual model of the professional teaching resource bank, higher vocational colleges should jointly form the resource bank construction team with regional representative higher vocational colleges that open the major and typical cultural tourism enterprises.

2) *Establish "workshop" project system relying on the school-enterprise cooperation*

Higher vocational colleges should improve the professional social service capability with project-driven practices. Higher vocational colleges can actively undertake training projects entrusted at the national, provincial, municipal and even the county levels; they should jointly establish performing arts workshops with cultural tourism performance property, cultural activity workshops with tourism performance property, and culture planning workshops with tourism planning property to form a professional team of teachers and students, undertake the guidance of relevant on-campus and off-campus activity planning and organization, stage management, cultural tourism product development etc., and accumulate social reputation, and finally form the connection between major and industry, vocational post, vocational education and lifelong learning.

## V. CONCLUSION

With the increasing trend of integrated development of cultural tourism, higher vocational colleges should respect the objective laws. Combined with their own positioning, aiming at the talent needs in the integrated development of cultural tourism in their own regions, as well as the problems of professional construction, they should precisely position the talent training objective, reasonably set up curriculum modules, vigorously promote the school-enterprise cooperation and order-based training mode, and enhance the effect of practical training to achieve the good effect of suiting the methods to the situation, and finally meet the needs of social development.

## ACKNOWLEDGMENT

2016 Chongqing Municipal Education Commission Humanities and Social Science Research Project: "Research on the Teaching Practice of General Education of Intangible Cultural Heritage in Higher Vocational Colleges"; Project No.: 16SKGH270; 2017 Chongqing Municipal Education Commission Higher Education Teaching Reform Research Project: "Research on Innovation and Practice of General Education of Intangible Cultural Heritage in Art Higher Vocational Colleges"; Project No.: 173290.

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