

# Research on the Practical Teaching System for the Cultivation of Cultural and Tourism Talents in Universities under the Background of New Liberal Arts

Fangbin Qian, Yani Xie, Yiting Yu

Zhejiang Yuexiu University, Shaoxing 312000, Zhejiang, China

**Abstract:** *As the cultural tourism industry thrives, new requirements have been emerged for colleges and universities to cultivate cultural tourism talents with comprehensive qualities and professional abilities. Interdisciplinary and blended teaching reforms, spearheaded by the construction of new liberal arts, have emerged as a pivotal focus in tourism higher education. The purpose of this paper is to explore how colleges and universities can build an effective practical teaching system for the cultivation of cultural and tourism talents under the background of new liberal arts. First of all, the prevalent issues in the current cultivation process are scrutinized. These include insufficient alignment between training objectives and industry needs, outdated curriculum systems, scarcity of practical teaching resources, limited integration of digital technologies, and weaknesses in the teaching faculty. These shortcomings underscore the imperative of practical teaching reform in the backdrop of new liberal arts construction. Subsequently, the paper outlines innovative strategies and initiatives for the practical teaching system of cultural and tourism talent cultivation in colleges and universities within the framework of new liberal arts. It emphasizes the integration of modern educational technologies and the clarification of training objectives tailored to the new liberal arts context. A holistic approach is advocated for planning practical teaching activities, encompassing teaching models, content, resources, methods, and evaluation systems. The goal is to elevate students' professional skills, foster innovative thinking, and enhance their practical capabilities, ultimately ensuring the quality and effectiveness of practical teaching. By fostering interdisciplinary integration and facilitating the internalization of a comprehensive cultural and tourism talent model aligned with new liberal arts, this approach contributes to the digital transformation of talent cultivation, elevates the quality of practical teaching, enhances the effectiveness of university-industry collaborative education, and meets the evolving needs of society and the industry.*

**Keywords:** Culture and Tourism Talent Cultivation, Practical Teaching System, Interdisciplinary, Colleges and Universities.

## 1. Introduction

In April 2019, thirteen ministries and commissions of the People's Republic of China, including the Ministry of Education and the Ministry of Science and Technology jointly launched the "Six Excellence and One Top-notch" PLAN 2.0 in Tianjin, marking the formal implementation phase of the construction of "new engineering, new medicine, new agricultural science and new liberal arts". The construction of new liberal arts undertakes the important task of adapting to the changes in the world, leading the national strategies, and promoting the prosperity of education, which requires all traditional liberal arts to actively carry out reform and innovation to meet the requirements of the times. Tourism management, as an interdisciplinary subject (undergraduate majors mainly include tourism management, hospitality management, and event management, etc.), is an essential part of the construction of new liberal arts. Under the background of the new era, it needs to be integrated into the layout of new liberal arts construction in an all-round way, focusing on "discipline upgrading, specialty construction, curriculum development, teaching field bases building" and making breakthroughs in theoretical research, personnel training, social services and other fields (Tian & Liu, 2022).

The trends of scientific and technological advancements and cross-boundary integration have spurred a large number of new industries, new business formats, and new talent demands, which have also imposed higher requirements on tourism education and the high-quality cultivation of tourism talents. The development of digital technology has brought

more possibilities to the reconstruction of the cultural and tourism talent cultivation system, which is more conducive to cultivating composite and innovative cultural and tourism talents (Luo et al., 2021). As an essential component of the digital economy, digital cultural and tourism represents the future direction of the development of the cultural and tourism industries (Qiu & Du, 2022). In the digital economy era, the cultivation of cultural and tourism talents has undergone qualitative changes in terms of the economic form of service, the product form centered around, the format of talent cultivation, the mindset and positioning of teaching and learning, the expected goals of teaching, and the governance system of education, compared to traditional tourism management talent cultivation models (Li, 2021; Lu & Guo, 2023). Under the "Internet+" business model, the traditional approach of mass and standardized talent cultivation in tourism management is no longer suitable for the new economic paradigm. The talent cultivation process has shifted from simple knowledge transmission in the past to heuristic teaching, with a greater emphasis on fostering innovative and entrepreneurial abilities within the talent cultivation system (Li et al., 2020; Huang, 2021; Huang & Zhao, 2023). By utilizing modern educational technologies, bridging the information gap between in-class and out-of-class, on-campus and off-campus practical teaching, and talent cultivation, and creating a practical teaching system and model based on multiple subjects, multi-dimensional scenarios, and diverse educational platforms, is an important direction for the reform of cultural and tourism talent cultivation under the background of new liberal arts (Huang et al., 2020). In this context, digital cultural tourism, as a crucial part of the digital

economy, serves as the future direction for the development of cultural and tourism industries.

## **2. Existing Issues in Practical Teaching for the Cultivation of Cultural and Tourism Talents in Universities**

### **2.1 Insufficient Docking between Training Objectives and Industrial Needs**

Under the context of new liberal arts, the cultural tourism industry is developing rapidly, and various new technologies (such as AR, VR, etc.) and models (Such as sharing economy, experiential tourism, etc.) are constantly emerging. The demand for talents is also changing constantly. However, the training objectives of universities may take a long time from determination to implementation, failing to keep up with the pace of industrial development in a timely manner. This can lead to a disconnect between the goals and orientation of talent cultivation and the actual needs of the industry, resulting in a gap between the abilities of graduates and market demands.

### **2.2 The Updating of Curriculum System Lags Behind**

In the traditional education system, there are obvious boundaries between different disciplines, but with the development of new technology and industrial revolution, many new formats and occupations have emerged in the cultural tourism industry, gradually showing the trend of interdisciplinary integration. At present, the curriculum system of many colleges and universities is relatively simple, and there is a lack of courses that combine multi-disciplinary knowledge such as culture, history and art with tourism management, which makes it difficult for students to obtain a composite knowledge system. The development and application of digital teaching content also need to be further strengthened.

### **2.3 Lack of Practical Teaching Resources**

Practical teaching is a crucial component in the cultivation of talents in cultural and tourism industries. However, such teaching often requires substantial financial investment for laboratory construction and the implementation of experimental projects. In addition, quality practical teaching resources also necessitate adequate physical space and facilities. Although many colleges and universities have indeed invested heavily in laboratory construction, the outdated experimental teaching equipment fails to keep pace with industry advancements. This lag results in a disconnect between the teaching content and current industry practices, adversely affecting the provision and utilization of practical teaching resources. Therefore, it is necessary to further enhance the development and application of virtual simulation teaching based on the development of physical teaching resources.

### **2.4 Inadequate Integration of Digital Technology**

Under the context of new liberal arts, the application of digital technology in the cultural and tourism sectors is becoming increasingly widespread. However, traditional educational

systems may not have adapted promptly to the development of digital technologies. On the one hand, conventional teaching methods often rely heavily on offline instruction, neglecting the use of modern educational technologies and approaches such as online teaching and blended learning. This limits the flexibility and interactivity of student learning. On the other hand, the curriculum frameworks and content tend to be updated slowly, which affects the effectiveness of student learning and fails to meet the industry's demand for digital competencies in cultural and tourism talents.

### **2.5 Scarcity of Teaching Staff**

The cultivation of cultural and tourism talents under the background of new liberal arts requires the integration of multi-disciplinary knowledge, encompassing history, culture, management and marketing, etc. This implies that teachers need to have multi-disciplinary background or in-depth research in multiple fields, and the shortage of such teachers' resources also leads to the effective implementation of interdisciplinary teaching.

## **3. The Necessity of Practical Teaching Reform in Cultivating Cultural and Tourism Talents**

The new liberal arts context calls for a transformation in the way cultural and tourism talents are educated, particularly emphasizing practical teaching reforms. This change is driven by several factors.

### **3.1 The Renewal of Training Objectives**

Under the new liberal arts context, programs in tourism management must break away from traditional single-discipline educational concepts. There is a growing need to explore and establish interdisciplinary and multidisciplinary "Tourism+" talent development platforms. This shift aims to align with the diverse developmental demands of the tourism industry. Advocating for a systematic restructuring of knowledge, the new liberal arts promote the cultivation of versatile, multifunctional talents. Consequently, education in tourism management needs to adapt to this change by nurturing complex, adaptable professionals who can meet the evolving needs of the industry.

### **3.2 The Improvement of Educational Methods**

The new liberal arts emphasize the enhancement of educational methods in humanities and the optimization of teaching approaches. In the field of tourism management, this could imply the adoption of more interactive and experiential teaching methods, as well as the integration of new technologies such as big data and artificial intelligence to improve the quality of education.

### **3.3 The Demand of Interdisciplinary Integration**

The new liberal arts movement encourages the integration of humanities and science disciplines to establish a distinctive academic system. For cultural and tourism talents and/or professionals, this requires not only a solid foundation in the theoretical aspects of the humanities but also mastery of technical skills from the sciences, essential for keeping pace

with the digital era's developmental demands. To meet the criteria set by the new liberal arts, the curriculum for tourism management programs needs to be restructured. This includes reforming teaching methods, perfecting the academic evaluation system, and more, to ensure that students acquire comprehensive and in-depth knowledge and skills.

To sum up, under the background of new liberal arts, the practical teaching reform of cultural and tourism talents training may be multifaceted, including the renewal of training objectives, the improvement of educational methods, and the demand of interdisciplinary integration. These reforms will help to cultivate cultural and tourism talents that meet the requirements of The Times and promote the innovative development of tourism management education.

#### 4. Exploration of Innovative Practice Teaching System for Cultural and Tourism Talents Training in Colleges and Universities Under the Background of New Liberal Arts

Under the background of new liberal arts construction, this study centers on practical teaching and follows the Outcome-Based Education (OBE) educational concept of "student-centered, output-oriented and continuous improvement". It integrates theoretical knowledge of tourism management, external demands from employers, and internal demands for talent cultivation in universities and colleges. By organically combining knowledge, skills, and professional qualities, it clarifies the goal of cultivating cultural and tourism talents with diversified knowledge reserves and professional skills. Starting from aspects such as practical teaching models, content, methods, and evaluations, this study explores a new system of practical teaching for the cultivation of cultural and tourism talents in higher education institutions (Figure 1), aiming to support the holistic and high-quality development of tourism education.

students' practical skills and comprehensive quality can be enhanced, which is an important link in the implementation of practical teaching system. For cultivating cultural and tourism talents with interdisciplinary comprehensive abilities, the setting of practical teaching should cover the "Classroom-Campus-Society" trinity in terms of spatial dimensions, and implement the "Freshman - Sophomore - Junior - Senior" four-year coherence and the "Before class-In class-After class" three-lesson line in terms of time dimensions.

In the freshman year, a series of "Cognitive Internship" courses are offered through collaboration with enterprises. Following industry standards, teaching content is jointly formulated by schools and enterprises, with regular teaching seminars conducted to effectively link practical teaching with industry needs through the construction of an industrial enterprise course case resource library. At the same time, by adhering to international business school accreditation such as AACSB Certification as standards, the universities and colleges would strengthen the curriculum setup, providing high-quality teaching and cutting-edge curriculum systems. Through the implementation of the "Industry + International Business Accreditation" dual standards, the standardization of practical courses is realized.

In the sophomore year, by integrating business operations into on-campus training through means such as internal practical training, virtual company management, sand table exercises, and professional communities, etc., on-the-spot training, real-scene training, and real-position training on campus are achieved. This approach advances the effective integration of theoretical teaching and practical teaching, achieving a authentic campus-based practical training.

In the junior year, relying on the resources of high-quality off-campus practice bases, the universities and colleges cooperated with well-known exhibition, cultural tourism-related enterprises, and internationally renowned brand hotels to jointly establish off-campus practice bases, providing a number of high-quality practice positions each year. At the same time, relying on global management trainees and international cooperation programs, the universities and colleges would expand overseas practice teaching bases, establish professional internship and employment bases abroad to achieve the internationalization of professional internships.

In the senior year, students are involved in enterprise - customized horizontal projects with guidance from both on-campus and off-campus mentors. They tackle real-world problems and return to their core disciplines, recognizing that professional skills are essential for survival and that strengthen moral education is fundamental for personal development. Meanwhile, during the teaching process, the content of moral education is organically integrated with professional knowledge and skill training. This approach effectively cultivates both practical and managerial skills, allowing students to internalize moral requirements into moral beliefs through the dual cycle of theory and practice, achieving self-improvement through mastery of skills and refinement of virtues.

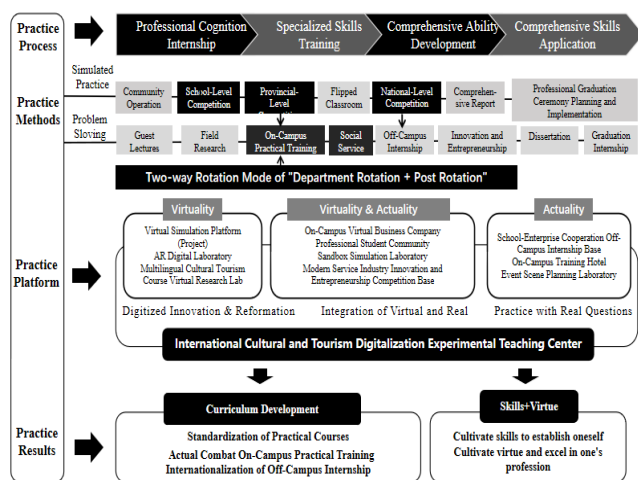
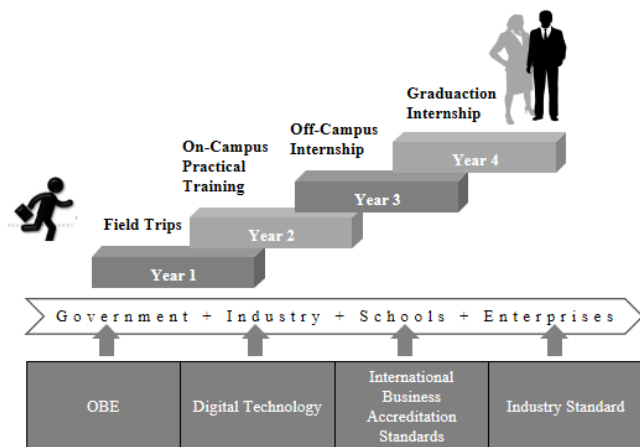


Figure 1: International Cultural and Tourism Talents Practical Teaching System

#### 4.1 Building a Coherent Practical Teaching Model

Practical teaching mode emphasizes that through practical activities such as actual operation, internship and experiment,



**Figure 2:** Four-Year Consistent Practical Teaching Model

#### 4.2 Planning Multi-Level Practical Teaching Content

By integrating and optimizing various virtual simulation experiment teaching resources, a digital experimental teaching platform that combines virtuality with reality is built. Based on the laws of cultural and tourism talent cultivation under the new liberal arts context, the virtual simulation teaching content is divided into three levels: basic professional skill training, strengthening professional skill training, and innovation and entrepreneurship training, so as to form a hierarchical, modular and systematic content for cultural and tourism virtual simulation experiments, enriching the content of virtual simulation experiment teaching to serve the goals of talent cultivation.

At the same time, establish cooperation with authoritative data and professional analysis institutions around the world, enrich the case resource database of practical courses, and ensure that the teaching content is synchronized with the development of the industry. Hire domestic and foreign industry masters and enterprise executives for practical guidance, establish a library of industry tutors, realize joint training between schools and enterprises, promote effective connection between theoretical teaching and practical teaching, and optimize the whole chain training.

#### 4.3 Adopt Open and Diversified Practical Teaching Methods

Combining practical teaching with discipline competition and professional qualification certification, and connecting with graduation employment, and combining students' future career development planning with the development of industrial enterprises, students can be trained and promoted in completing various practical tasks, and the process of passive learning in teaching can be transformed into the process of actively exploring and improving their own abilities.

First, through the construction of off-campus practice base, school-enterprise cooperation and practical work, students are helped to understand the real employment environment, and cooperative partnerships are established with relevant enterprises and institutions to carry out diversified and all-round on-site practice teaching activities, so that students can further clarify their career development direction.

Second, through the construction of virtual simulation projects, virtual company management and sand table exercise, the problems of "Can't be done, Can't be done well" in the original campus experiments, internships and training have been solved, and the practical cost and safety of students have been effectively controlled.

The third is to promote the construction of the "Second Classroom" and enhance students' innovation and entrepreneurship ability by taking the subject competition as the carrier. Focusing on the comprehensive development of teachers and students, promoting teaching, learning, casting and empowering through competition, the discipline competition has become a new carrier of university education.

#### 4.4 Establish a Dynamic and Diverse Evaluation System for Practical Teaching

In order to realize the measurable and evaluation of educational achievements and values under the background of new liberal arts, the evaluation system of teaching achievements should be innovated.

Make full use of the advantages of network education and digital technology, change the traditional offline practice teaching examination methods, adhere to the combination of formative assessment and final assessment, combine dynamic assessment with static assessment, combine standard routine assessment with random flexible assessment, and combine individual assessment with group assessment, to form an academic evaluation based on "Internet +".

The first is to collect and test the students' learning process and effectiveness through online courses and tests to ensure the real-time, objectivity and accuracy of the evaluation results.

The second is to use the online practice management platform to strengthen the process management of off-campus practice, ensure the authenticity of practice and improve the efficiency of academic evaluation.

The third is to constantly update and improve the database of industry masters, carry out multi-dimensional evaluation based on the combination of teachers, industry tutors and students themselves, comprehensively evaluate students' learning effect and ability improvement from three aspects of knowledge, ability and quality, and reshape the way of academic evaluation.

The fourth is to enrich the evaluation content through practical projects such as "Activity project design and undertaking", "Enterprise operating income and performance" and "Industry practice" to stimulate students' motivation to participate in practice independently. On this basis, the quality of the whole process of professional talent training under the background of new liberal arts is monitored and summarized regularly, and teachers continue to improve practical teaching according to students' learning feedback, constantly enriching and enriching the objectives and connotation of talent training for overseas students under the background of new liberal arts.

## 5. Conclusion

There are many new changes and new demands in the tourism market under the background of the integration of culture and tourism, which puts forward higher requirements for the ability and quality of cultural and tourism talents. Accordingly, under the background of new liberal arts construction, the demand for cultural and tourism talents with interdisciplinary professional knowledge is also increasing. The era of the integration of culture and tourism requires tourism talents not only to have solid professional knowledge, but also to have multidisciplinary knowledge background and innovative ability, as well as good communication and service skills to adapt to the new changes and new needs of the tourism market. Practice teaching is an important link that cannot be ignored in the training of tourism talents. Colleges and universities should make use of various means, constantly integrate new technologies, constantly reflect and optimize, actively explore innovative measures of practical teaching from the aspects of construction of practical teaching target system, construction of practical teaching curriculum system, promotion of multi-subject education mode, and construction of various security systems, deepen industry cooperation, cultivate outstanding talents of culture and tourism needed by the industry, and provide more new kinetic energy for the integration and development of culture and tourism.

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