
The Training Path of Tourism Management Professional Undergraduate Talents under the Background of Cultural and Tourism Integration

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Abstract: The deepening implementation of the cultural-tourism integration strategy is driving the tourism industry's transformation from "resource-driven" to "culture-enhanced + innovation-driven", which imposes compound requirements on the cultural literacy, technical skills, and innovative capabilities of tourism management professionals. As the core platform for cultivating high-level technical talents, the quality of vocational undergraduate education in tourism management directly impacts the high-quality development of the cultural-tourism industry. Based on the industrial characteristics of cultural-tourism integration and the positioning of vocational undergraduate education, this paper systematically analyzes the practical challenges in current talent cultivation for tourism management vocational undergraduate programs, including goal orientation, curriculum system, teaching models, and industry-education integration. From five dimensions—precise goal setting, curriculum restructuring, innovative teaching approaches, deepened industry-education collaboration, and improved evaluation mechanisms—the paper proposes optimization pathways for talent cultivation under cultural-tourism integration. These insights provide theoretical support and practical references for vocational colleges to deepen educational reforms and cultivate compound talents that meet the demands of the cultural-tourism industry.

Keywords: Cultural-tourism integration; Tourism management; Vocational undergraduate education; Talent cultivation; Path optimization

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1. Introduction

The integration of culture and tourism stands as the core strategy for China's cultural and tourism industry development in the new era. Through deep integration and collaborative innovation of cultural resources and tourism elements, it has given rise to new business models such as cultural experience tours, intangible cultural heritage studies, digital cultural and creative industries, and immersive cultural tourism. This transformation is driving the tourism industry's shift from single sightseeing to in-depth experiences and from scale expansion to quality enhancement. Not only does this transformation

reshape the product forms, service models, and market landscape of the cultural and tourism industry, but it also imposes new demands on the competency structure of tourism professionals. There is an urgent need for a group of high-level technical and skilled talents who possess both solid tourism management expertise and profound cultural literacy, digital application capabilities, and innovative practical skills.

As a vital component of higher education, vocational undergraduate programs focus on cultivating “high-level technical and skilled professionals.” Their inherent characteristics of “professionalism, applicability, and comprehensiveness” align perfectly with the interdisciplinary demands of cultural-tourism integration. The Tourism Management program, as a flagship discipline in vocational education, plays a crucial role in bridging the gap between academic training and industry needs by producing highly skilled professionals. However, most vocational tourism colleges still adhere to traditional educational frameworks, facing challenges such as misaligned training objectives, curriculum designs lacking cultural-tourism integration features, rigid teaching methods, and insufficient industry-academia collaboration. These issues result in graduates struggling to meet the evolving demands of the cultural-tourism integration landscape. Therefore, exploring optimized talent development pathways for vocational tourism management programs under cultural-tourism integration has become an urgent priority for vocational colleges to deepen educational reforms and enhance talent cultivation quality.

2. Definition of core concepts and theoretical foundations

2.1. Definition of core concepts

Cultural-tourism integration refers to the deep integration and coordinated development of cultural and tourism industries in terms of resources, products, markets, services, and technology. Its core principle is to “shape tourism with culture and highlight culture through tourism.” This involves transforming cultural resources into tourism products and integrating tourism activities into cultural experiences, thereby enhancing the depth and quality of the cultural-tourism industry. It encompasses various forms such as cultural tourism, cultural and creative products, intangible cultural heritage tourism, and digital cultural-tourism. The Tourism Management undergraduate program is a key specialization in vocational undergraduate education, aiming to cultivate applied talents with a solid theoretical foundation in tourism management, strong technical skills, and innovative capabilities. These professionals are prepared to engage in high-level technical and skill-based work in the production, construction, management, and service sectors of the cultural-tourism industry, emphasizing the educational characteristics of “vocational, applied, and comprehensive.”

The talent training path refers to a series of interrelated and mutually supportive strategies and measures adopted by colleges and universities in the process of training to achieve specific talent training goals, including the core links of training goal orientation, curriculum system construction, teaching mode innovation, deepening the integration of industry and education, and improving the evaluation mechanism.

2.2. Theoretical basis

The Industry-Education Integration Theory advocates deep integration between education and industry. Through school-enterprise collaboration and work-study programs, it achieves precise alignment between talent cultivation and industrial demands. This theory provides theoretical support for tourism management undergraduate institutions to connect with the cultural tourism industry and co-build talent development systems, serving as the core guiding principle for optimizing talent cultivation pathways.

The competency-based education theory centers on cultivating students’ professional competencies, emphasizing the alignment between curriculum design and occupational demands while prioritizing the enhancement of practical skills and comprehensive qualities. This theory provides crucial guidance for undergraduate tourism management education, focusing on core competencies for cultural and tourism positions and designing modular curriculum systems.

The cultural capital theory posits that cultural resources constitute a vital form of capital, capable of generating

economic and social value through transformation and innovation. This framework provides a theoretical foundation for integrating cultural literacy cultivation into the entire process of undergraduate tourism management education under the cultural-tourism integration context, thereby enhancing students' capacity to convert cultural resources.

The collaborative innovation theory emphasizes the synergy and innovation among diverse stakeholders and elements. By sharing resources and leveraging complementary strengths, it enhances innovation efficiency. This theory provides theoretical support for cultivating tourism management professionals through multi-stakeholder collaboration involving universities, cultural tourism enterprises, government agencies, and industry associations, thereby fostering a diversified talent development ecosystem.

3. The realistic dilemma of cultivating tourism management undergraduate talents in the context of cultural and tourism integration

3.1 Unclear positioning of training objectives and disconnection from industrial demands

Currently, many vocational undergraduate institutions in tourism management still focus on training traditional tourism service professionals. They lack in-depth research on the cultural-tourism industry's needs under the cultural-tourism integration context, and their competency requirements remain vague. These institutions predominantly emphasize basic service skills while neglecting the development of interdisciplinary competencies such as cultural literacy, digital application capabilities, and innovative thinking. This approach fails to fully demonstrate the vocational undergraduate's distinctive feature of cultivating "high-level technical skills." For instance, some institutions fail to clearly define core cultural-tourism integration skills (e.g., cultural product design, intangible cultural heritage tourism development, digital cultural-tourism operations) and cultural literacy standards for students. As a result, the talent cultivation direction misaligns with the actual job requirements of cultural-tourism enterprises, making graduates ill-equipped to meet the demands of the evolving cultural-tourism integration industry.

3.2. Outdated curriculum system with insufficient cultural-tourism integration features

Traditional courses dominate the curriculum structure, with the system still primarily focusing on conventional tourism management subjects like Introduction to Tourism Studies, Travel Agency Management, and Tour Guiding. Courses related to cultural-tourism integration (e.g., Cultural Tourism Studies, Intangible Cultural Heritage Development, Cultural and Creative Product Design, Digital Cultural-Tourism Operations) remain underrepresented and mostly offered as electives, lacking systematic depth. Cultural courses are superficially integrated, often existing as general education electives that merely introduce basic cultural knowledge. They fail to systematically address core concepts of cultural-tourism integration or methods for transforming cultural resources, hindering the cultivation of students' cultural literacy and resource conversion capabilities. The curriculum structure lacks logical coherence, with course design still dominated by disciplinary frameworks. The connections between theoretical and practical courses, professional and cultural courses, as well as foundational and core courses, remain inadequate. This structural imbalance fails to systematically support the development of core competencies for cultural-tourism positions, making it challenging to achieve collaborative training of interdisciplinary talents.

3.3. The teaching model is monotonous and rigid, resulting in suboptimal practical teaching outcomes

Traditional teaching methods remain prevalent in most institutions, predominantly relying on the conventional "teacher-led lecture + student passive listening" model. Modern pedagogical approaches such as case-based learning, project-based instruction, and flipped classrooms are underutilized, failing to effectively stimulate students' learning initiative and innovative thinking. Courses related to cultural-tourism integration predominantly focus on theoretical instruction, lacking the development of immersive and experiential learning environments. Practical teaching components remain underdeveloped, with most hands-on training limited to basic internships and course simulations. There is a notable absence of comprehensive, innovative practical projects aligned with cultural-tourism industry integration. The training

content often fails to connect with real-world scenarios in cultural-tourism enterprises, hindering the cultivation of students' practical application skills and innovative capabilities. Digital teaching resources remain scarce. Although some institutions have adopted online teaching platforms, existing digital resources mainly consist of digitized courseware and videos, lacking immersive and interactive tools such as virtual reality training software and cultural-tourism big data analysis platforms. This gap fails to meet the practical teaching demands in the context of cultural-tourism integration.

3.4. Insufficient depth of industry-education integration and lack of collaborative talent cultivation mechanisms

The current school-enterprise collaboration remains superficial, primarily limited to superficial measures like providing internship positions and donating teaching equipment. Cultural tourism enterprises have yet to establish mechanisms for deep involvement in talent development planning, curriculum design, teaching implementation, and performance evaluation. The participation of corporate technical experts and industry elites in teaching remains low, leaving students with limited access to cutting-edge trends and real-world project cases in the cultural tourism sector. Practical training bases lag behind development, with on-campus facilities lacking integrated cultural tourism equipment and scenarios that simulate authentic workplace environments. Off-campus training bases predominantly focus on basic service roles, failing to provide hands-on training in core competencies such as cultural product design, tourism project planning, and digital cultural tourism operations. This inadequacy makes it difficult to meet the training needs for cultivating high-level technical and skilled professionals.

The lack of dedicated policies and incentive mechanisms for industry-education integration, along with inadequate resource-sharing and benefit-sharing mechanisms between universities and cultural tourism enterprises, results in insufficient sustainability and stability of university-enterprise collaboration, making it difficult to establish a long-term collaborative education mechanism.

3.5. Incomplete evaluation mechanism with weak guidance

The evaluation system remains overly centralized, with talent assessment still predominantly led by university faculty. The absence of multi-stakeholder participation from cultural tourism enterprises, industry associations, and students results in an incomplete and biased reflection of students' practical competencies and job fit. Moreover, the evaluation framework is disproportionately focused on theoretical knowledge mastery and basic service skills, while giving insufficient weight to comprehensive competencies such as cultural literacy, digital application capabilities, innovative thinking, and teamwork. This imbalance fails to effectively motivate students to engage in practice-oriented and innovation-driven activities related to cultural-tourism integration.

The evaluation method is rigid, mainly closed-book examination, written work and internship report, and lack of process evaluation and comprehensive evaluation of practical operation, project results and innovative works, which makes it difficult to dynamically track the process of students' ability improvement, and the evaluation results lack of scientificity and impartiality.

3.6. Lagging faculty development and insufficient support capacity

Shortcomings in Professional Competence and Practical Skills: Many teachers lack specialized background and hands-on experience in cultural-tourism integration, with insufficient knowledge in areas like cultural tourism, creative product design, and digital cultural-tourism operations. Additionally, their practical teaching abilities require improvement due to limited work experience in cultural-tourism enterprises, hindering effective implementation of practical instruction and innovative guidance. The faculty structure is imbalanced, with a low proportion of dual-qualified teachers (those with both theoretical expertise and practical experience). There is a shortage of interdisciplinary educators who combine solid theoretical foundations with rich practical experience. The development of external part-time faculty lags behind, and channels for technical experts and industry elites from cultural-tourism enterprises to participate in teaching remain

inadequate, failing to meet the demand for cultivating interdisciplinary talents in this integrated field. The teacher training mechanism is underdeveloped, lacking specialized programs tailored for cultural-tourism integration. Teachers have limited opportunities for internships in cultural-tourism enterprises, industry training, and teaching seminars, making it difficult to update their knowledge structures and enhance teaching capabilities and practical proficiency in a timely manner.

4. Optimization path of tourism management vocational undergraduate talent cultivation under the background of cultural tourism integration

4.1. Precise positioning of training objectives and clarification of competency requirements

In the context of cultural-tourism integration, this study examines talent demands in the cultural-tourism industry and the positioning of vocational undergraduate education. It precisely defines the training objectives and competency requirements for tourism management professionals, ensuring alignment between talent development and industry needs. The training objectives focus on cultivating high-level interdisciplinary technical talents with “deep cultural literacy, exceptional technical skills, outstanding innovation capabilities, and excellent professional ethics.” Specifically, these professionals should be capable of undertaking advanced technical roles in cultural-tourism enterprises (e.g., scenic spots, travel agencies, cultural and creative enterprises, digital cultural-tourism platforms), including project planning, cultural product design, intangible cultural heritage tourism development, digital cultural-tourism operations, and brand promotion. They must possess strong practical application skills, innovative thinking, and sustainable development capabilities. Competency requirements include:

Proficient in the core principles and developmental patterns of cultural tourism, with profound knowledge of traditional and local cultures, capable of accurately identifying the tourism value of cultural resources and effectively integrating them with tourism products. Skilled in core technologies and skills related to cultural-tourism integration, including cultural product design, cultural-tourism project planning, digital cultural-tourism operations, big data analysis in cultural-tourism, and intangible cultural heritage tourism development, able to meet the practical job requirements of cultural-tourism enterprises.

Innovative capability: Possess strong innovative thinking and practical skills, capable of aligning with the development trends of the cultural tourism industry to drive innovations in products, service models, and marketing strategies. Professional competence: Demonstrate strong professional ethics, teamwork skills, communication abilities, emergency response capabilities, and lifelong learning capacity, enabling adaptation to the rapid growth of the cultural tourism sector and dynamic role changes.

4.2. Restructuring the curriculum system to highlight the integration of culture and tourism

Guided by training objectives, the program breaks down disciplinary barriers in the traditional curriculum system and constructs a modular course system comprising “cultural foundation module + professional core module + cultural-tourism integration module + practical innovation module” to achieve collaborative cultivation of cultural literacy, technical skills, and innovative capabilities. The cultural foundation module focuses on fostering cultural literacy, offering courses such as “Introduction to Culture,” “China Traditional Culture,” “Local Culture Studies,” and “Cultural Tourism Studies,” systematically imparting fundamental cultural knowledge and the core logic of cultural-tourism integration, thereby enhancing students’ cultural cognition and ability to transform cultural resources. The professional core module solidifies the foundation of tourism management by providing courses like “Introduction to Tourism Studies,” “Tourism Economics,” “Tourism Marketing,” “Tourism Management,” and “Tourism Psychology,” enabling students to master the basic theories and core skills of tourism management and laying the groundwork for cultivating cultural-tourism integration capabilities. The cultural-tourism integration core module highlights the distinctive features of cultural-tourism integration, offering a series of interdisciplinary and integrated core courses, including “Cultural and Creative Product Design,” “Intangible Cultural Heritage Tourism Development,” “Digital Cultural-Tourism Operations,” “Cultural-Tourism Project Planning and

Innovation,” and “Cultural-Tourism Brand Building and Promotion,” to develop students’ core skills in cultural-tourism integration. The practical innovation module strengthens the cultivation of practical and innovative abilities by establishing a four-tiered practical course system comprising “course training + project practice + entrepreneurship incubation + job internship.” The curriculum integrates practical training with core courses to develop students’ hands-on skills. Real-world cultural tourism projects are incorporated into the program, enabling students to enhance their innovative capabilities in authentic settings. An on-campus entrepreneurship incubation base supports students in launching cultural tourism ventures. Through internships in collaboration with cultural tourism enterprises, students gain frontline experience to refine their professional competencies.

4.3. Innovating teaching models to enhance educational effectiveness

The project-based teaching model utilizes authentic cultural and tourism projects as vehicles to organically integrate course content with project tasks. For instance, the “Intangible Cultural Heritage Tourism Product Development” project combines courses such as “Intangible Cultural Heritage Tourism Development,” “Cultural and Creative Product Design,” and “Cultural and Tourism Marketing.” Students work in groups to complete project research, creative design, product development, and marketing promotion, achieving integrated application of multidisciplinary knowledge and collaborative skill enhancement throughout the project implementation.

The immersive teaching model utilizes VR/AR and digital simulation technologies to create immersive learning environments. For instance, VR technology simulates cultural tourism site visits, cultural product design, and tourism project operations, enabling students to practice and creatively design in virtual environments. By leveraging real-world resources like cultural venues and tourist attractions, on-site teaching activities are conducted to enhance students’ cultural experiences and practical awareness. The school-enterprise collaborative teaching model deepens partnerships through a “dual-mentor system,” where university faculty and industry experts jointly deliver instruction. University teachers focus on theoretical knowledge and learning guidance, while corporate mentors provide practical skill training, case studies, and professional development. Regular internships at enterprises allow students to participate in real project development and operations, achieving the integration of teaching, learning, and practice. The competition-driven teaching model adopts a “learning through competition, innovation through competition” approach, incorporating cultural tourism-related contests (e.g., creative design competitions, tourism entrepreneurship challenges, and cultural product design contests) into the curriculum. Contest topics serve as course projects, helping students enhance innovation and cultural-tourism integration skills through competition preparation. Inviting judges and industry experts to evaluate student works further improves the relevance and effectiveness of teaching.

4.4. Deepening industry-education integration and establishing collaborative education mechanisms

Jointly establish industry-academia collaboration institutes and training bases. Partner with leading cultural tourism enterprises and industry associations to co-found cultural tourism industry colleges, jointly develop talent cultivation plans, curriculum standards, and teaching programs, and collaboratively create course content and educational resources. Establish on-campus and off-campus training bases by introducing authentic cultural tourism projects and technical platforms from enterprises, providing students with practical opportunities such as internships, project-based learning, and entrepreneurial incubation to achieve seamless alignment between talent development and job requirements. Implement customized training programs tailored to the talent needs of cultural tourism enterprises. Schools and enterprises jointly select students, develop personalized training plans, with enterprises participating throughout the teaching process by offering practical positions and technical guidance. Graduates can directly join enterprises upon graduation, ensuring precise matching between talent cultivation and corporate demands. Build a “dual-qualified” faculty team through a two-way faculty exchange mechanism between schools and enterprises, encouraging university teachers to engage in on-the-job training at cultural tourism enterprises, participate in real project development, and accumulate practical experience. Hire technical experts and industry elites from cultural tourism enterprises as part-time instructors to participate in curriculum

design, teaching implementation, and evaluation, optimizing the faculty structure. Jointly conduct faculty training to enhance teachers' ability to integrate cultural tourism education with practical skills. Establish collaborative innovation platforms by partnering with cultural tourism enterprises, governments, and industry associations to provide students with one-stop services including entrepreneurial guidance, technical support, funding connections, and market promotion. Regularly organize cultural tourism entrepreneurship salons, project roadshows, and industry forums to facilitate the market transformation of student creative achievements and promote in-depth integration of industry and education.

4.5. Improve the evaluation mechanism and strengthen its guiding role

The evaluation system adopts a multi-stakeholder approach, integrating “university assessment + corporate evaluation + industry assessment + student self-assessment + peer review”. University evaluations focus on theoretical knowledge and foundational skills, while corporate assessments emphasize practical operational abilities, job fit, and professional ethics. Industry evaluations utilize certifications and competition reviews to objectively assess students' technical proficiency and innovation capabilities. Student self-assessments and peer reviews highlight learning engagement, teamwork, and creative performance. The evaluation framework comprehensively covers cultural literacy, technical skills, innovation capacity, and professional ethics. Cultural literacy includes mastery of cultural knowledge and resource transformation capabilities; technical skills encompass core competencies in cultural-tourism integration and hands-on practice; innovation evaluation covers creative thinking, project quality, and feasibility of entrepreneurial ventures; professional ethics assesses work ethic, collaboration, communication, and lifelong learning. The assessment methods combine formative and summative evaluations with quantitative and qualitative approaches. Formative assessments track learning progress through classroom participation, project timelines, practical reports, and creative proposals, while summative evaluations use final exams, project presentations, business plan defenses, and skill certifications to evaluate learning outcomes. Digital tools like big data analytics are employed to analyze online learning behaviors and project data, ensuring precise and scientific evaluation.

5. The guarantee mechanism of the cultivation of tourism management vocational undergraduate talents under the background of the integration of culture and tourism

5.1. Organizational support: establishing a diversified collaborative management mechanism

A Leading Group for Cultural-Tourism Talent Development will be established, comprising university administrators, deans of secondary colleges, cultural-tourism industry representatives, industry association delegates, and government officials to coordinate talent cultivation efforts. A dedicated Talent Development Office will oversee daily operations and implementation. The university will also establish specialized committees including the Industry-Academia Collaboration Committee and Professional Development Advisory Committee, which will hold regular meetings to align industry needs with academic programs and address challenges in talent development. Clear division of responsibilities and a collaborative mechanism will be implemented to ensure systematic progress in talent cultivation.

5.2. Policy and institutional safeguards: improving the talent cultivation management system

Develop detailed implementation guidelines for cultivating talents in cultural and tourism integration, specifying requirements for objectives, content, methodologies, and evaluation. Refine credit recognition mechanisms by incorporating students' “Three Innovations” (innovation, creativity, and entrepreneurship) achievements, corporate evaluations, competition awards, and industry certifications into the credit system. Establish comprehensive teaching quality assessment standards to evaluate talent development quality across cultivation goals, curriculum design, teaching models, evaluation methods, and instructional outcomes. Formulate incentive policies for school-enterprise collaboration to encourage deeper corporate involvement in talent development, with commendations and rewards for outstanding enterprises and individuals. Implement a dynamic adjustment mechanism to optimize talent development programs based

on regular feedback from cultural tourism industry development and teaching practices.

5.3. Funding guarantee: establishing a multi-channel funding mechanism

A dedicated fund will be established for cultivating talents in cultural and tourism integration, covering faculty development, curriculum design, practical training base construction, teaching equipment procurement, and entrepreneurial incubation. Increased funding will be allocated to digital teaching resources and practical platforms to ensure technical support for talent development. Efforts will be made to secure government financial support and actively apply for educational reform projects and research initiatives at all levels to obtain project funding. Funding channels for school-enterprise collaboration will be expanded, encouraging enterprises to contribute through donations, co-building practical training bases, or joint educational programs. Social capital will be attracted to establish a diversified funding mechanism, providing sufficient financial support for talent cultivation.

5.4. Faculty support: building a “dual-qualified” composite teaching team

Enhance in-house teacher development by implementing a competency enhancement program for educators in cultural-tourism integration and technical skills. Regularly organize training sessions and workshops on cultural-tourism integration, digital technologies, and innovation and entrepreneurship. Encourage teachers to gain hands-on experience through internships in cultural-tourism enterprises, participating in real-world project development to accumulate practical expertise. Support teachers in conducting teaching research and project applications related to cultural-tourism integration to improve their teaching and research capabilities. Optimize the faculty structure by establishing a recruitment mechanism for technical experts, industry elites, and entrepreneurship mentors from cultural-tourism enterprises, inviting them to serve as part-time instructors to participate in curriculum design, teaching implementation, and evaluation. Build “dual-qualified” teaching teams that require teachers to possess both solid theoretical foundations and rich practical experience in cultural-tourism integration teaching. Encourage teachers to collaborate with cultural scholars and intangible cultural heritage inheritors in teaching and research to enrich the cultural content of courses.

5.5. Resource platform guarantee: constructing a diversified resource support system

We will establish a digital teaching resource repository integrating premium resources such as VR/AR training software, cultural tourism case libraries, creative product design tools, and online courses to provide technical support for cultural-tourism integration education. Through school-enterprise collaboration, we will develop resource libraries incorporating real-world project cases, technical documentation, and training materials to enhance practical relevance and targeted instruction. A cultural resource database will systematically organize traditional culture, local heritage, and intangible cultural heritage resources, ensuring comprehensive support for curriculum development and teaching implementation. Practical training platforms will be built, including an on-campus cultural-tourism integration training center equipped with advanced digital devices and software, featuring functional zones like creative design areas, digital tourism operation zones, and entrepreneurship incubation spaces to meet practical training and project demands. Off-campus training bases will be co-established with cultural tourism enterprises, scenic spots, and cultural venues to provide students with diverse practical scenarios. An online “Three Creations” (innovation, entrepreneurship, and creativity) platform will facilitate cross-regional and inter-institutional resource sharing and collaborative innovation.

6. Conclusion and outlook

The deepening integration of culture and tourism has created both opportunities and challenges for vocational undergraduate education in tourism management. Optimizing talent cultivation pathways has become a critical measure to enhance educational quality and support the development of the cultural and tourism industry. Based on theories such as industry-education integration and competency-based education, this paper analyzes practical challenges in current vocational

undergraduate education for tourism management, including goal orientation, curriculum design, teaching models, industry-education collaboration, evaluation mechanisms, and faculty development. It proposes five optimization strategies: precise goal setting, curriculum restructuring, innovative teaching approaches, deepened industry-education integration, and improved evaluation systems. Additionally, a “five-in-one” support mechanism is established, encompassing organizational frameworks, policy systems, funding allocation, faculty development, and resource platforms. The study concludes that optimizing talent cultivation pathways and implementing these support mechanisms can break through traditional limitations, achieve coordinated development of cultural literacy, technical skills, and innovation capabilities, and cultivate high-level, versatile technical professionals who meet the demands of the cultural-tourism integration era.

With the ongoing advancement of the cultural-tourism integration strategy and the rapid development of the cultural-tourism industry, optimizing the talent cultivation path for tourism management at the vocational undergraduate level is a dynamic and continuously improving process. Vocational undergraduate institutions should proactively align with the demands of the cultural-tourism industry, deepen educational reforms, and constantly explore new approaches and methods for talent development, thereby providing a solid talent foundation for the high-quality growth of the cultural-tourism sector.

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