

Research on Professional Talent Training System Construction of Hainan Red Culture Tourism Industry under the Guidance of New Quality Productivity

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Abstract: New-type productivity, characterized by technological innovation, data-driven approaches, and cross-sector integration, is fundamentally reshaping talent demand structures in the red cultural tourism industry. As a free trade port and province rich in revolutionary heritage, Hainan has accelerated digital transformation, intelligent upgrading, and cross-industry integration in its red cultural tourism sector. However, a severe shortage of interdisciplinary, technical, and innovative professionals remains a critical bottleneck hindering industrial quality enhancement and brand development. Grounded in the conceptual framework of new-type productivity, this study analyzes current challenges and competency gaps in Hainan's red cultural tourism talent cultivation. Through five strategic dimensions, clarifying educational objectives, restructuring curricula, innovating practical models, strengthening faculty development, and improving support mechanisms. This research proposes a "five-in-one" talent development system integrating ideological education, cultural foundation building, digital empowerment, practical skill enhancement, and cross-sector collaboration. The implementation roadmap emphasizes tiered training approaches, industry-academia partnerships, and certification-integrated competition mechanisms, providing robust intellectual support and talent resources for high-quality development of Hainan's red cultural tourism industry.

Keywords: New quality productivity; Hainan; Red cultural tourism; Talent training system; Industry-education integration; Digital cultural tourism

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1. Introduction

New-type productive forces serve as the core driving force for high-quality development, characterized by technological innovation as the leading driver, data as a key element, and the deep integration of digital technologies with the real economy. These forces propel traditional industries toward intelligent transformation, digitalization, and convergence. As a core sector in cultural-tourism integration, red cultural tourism is undergoing a paradigm shift under the impetus of new-type productive forces, transitioning from conventional "visitation-guided tours" to a modern industrial ecosystem featuring digital immersion experiences, smart operations, IP innovation, and cross-sector collaboration.

Hainan, endowed with the revolutionary spirit of "the red flag standing firm for twenty-three years" and nearly a thousand red cultural resources, stands as a premier destination for red tourism nationwide. With the convergence of free

trade port development and policies promoting high-quality growth in red cultural tourism, the province's red tourism industry has seen sustained expansion, attracting over 7.2 million visitors in 2023. Emerging sectors including digital cultural innovation, immersive experiences, and smart scenic area management have flourished. However, the rapid industrial growth faces growing challenges: the province currently has only 812 certified red tourism guides, with 65% lacking systematic Party history training. There exists a critical shortage of over 3,000 versatile professionals proficient in red culture, digital technology, operational management, and brand marketing. Existing talent cultivation systems suffer from outdated objectives, obsolete curricula, insufficient practical training, and disconnects between industry needs and education, failing to meet the demands of modern productive forces ^[1].

Against this backdrop, establishing a specialized talent cultivation system for Hainan's red cultural tourism sector that aligns with new productive forces serves as both a critical measure to address talent shortages and stimulate industrial innovation momentum, as well as a strategic mission to inherit the red gene and support the cultural development of the free trade port nation ^[2].

2. Core concepts and theoretical foundations

2.1. Definition of core concepts

2.1.1. New quality productivity

Distinct from traditional productivity, this advanced form of productivity is driven by technological innovation, with data serving as a key production factor and deep integration of digital technologies with the real economy as its primary pathway. It is characterized by high technology, high efficiency, high innovation, high integration, and low resource consumption. In the field of red cultural tourism, it manifests through digital resource management, immersive experiential design, intelligent operational systems, precision marketing strategies, and ecosystem-driven industrial development.

2.1.2. Specialized talents in the red cultural tourism industry

These professionals leverage Hainan's rich red cultural resources and align with the demands of new-generation productivity. They possess multifaceted competencies including red cultural heritage preservation, digital technology application, cultural tourism management, cross-sector innovation, and ideological guidance. The workforce encompasses roles such as red cultural tourism managers, digital product developers, smart operations specialists, IP strategists, red heritage interpreters, and educational tour mentors.

2.1.3. Talent cultivation system

Refers to a systematic, coordinated, and dynamic educational mechanism formed by integrating elements such as training objectives, positioning, curriculum systems, practical teaching, faculty teams, evaluation mechanisms, and support policies, centered around talent development goals. It serves as the core platform for precise alignment between talent supply and industrial demand ^[3].

2.2. Theoretical basis

The Theory of New Quality Productivity provides fundamental guidance for building talent cultivation systems, specifying that talents must possess four core competencies: digital technology, innovative thinking, cross-disciplinary integration, and data application, thereby steering the cultivation system toward digitalization, intelligence, and integration.

The Theory of Cultural-Tourism Integration emphasizes the deep integration of red cultural core with tourism industry carriers and digital technology formats. It requires professionals to possess cultural heritage preservation capabilities, tourism service competencies, and technological application skills, thereby providing a foundation for curriculum system design and competency module development ^[4].

2.2.1. The theory of industry-education integration

Advocates “industry demand orientation and collaborative talent cultivation between schools and enterprises”, promoting deep enterprise involvement in the entire talent development process. It achieves integration of job positions, courses, competitions, and certifications, providing a methodology for innovative practical teaching and training models.

2.2.2. OBE (outcomes-based education) theory

Centered on “students’ ultimate competency outcomes”, it employs reverse design to establish training objectives, curriculum systems, and evaluation criteria, ensuring precise alignment between talent capabilities and industry job requirements ^[5].

3. Current status of talent demand and training for red cultural tourism in hainan under the guidance of new quality productivity

3.1. Core competency requirements for red cultural tourism professionals in the context of new quality productivity

Emerging productive forces are driving comprehensive transformation across the red cultural tourism industry chain, imposing new “four-dimensional integration” requirements on talent capabilities: The ability to inherit and interpret red culture values, including mastery of Hainan’s revolutionary history and the Red Women’s Army spirit, along with skills in storytelling, spiritual value interpretation, and ideological education dissemination to revitalize red culture and perpetuate its legacy. Digital technology application and innovative design capabilities encompass expertise in big data analytics, VR/AR/MR technologies, AI-guided tours, digital twins, AIGC content creation, and new media marketing, enabling the design of immersive red cultural experiences, development of digital cultural products, and operation of smart tourism destinations ^[6].

Demonstrate expertise in cultural tourism operation management and cross-sector integration capabilities, with proficiency in planning revolutionary-themed cultural tourism projects, operating smart scenic areas, developing educational travel programs, building brand IPs, and managing integrated business models combining “revolutionary heritage + ecological/bayfront/rural/healthcare” elements. Possess data-driven decision-making, refined management practices, and cross-departmental collaboration skills. Exhibit internationalization and innovation capabilities in free trade port operations, equipped with global perspectives, cross-cultural communication competencies, and proficiency in implementing free trade port policies. Capable of driving international outreach for revolutionary-themed cultural tourism, facilitating cross-border partnerships, and fostering innovative business models.

3.2. Current status and challenges in red cultural tourism talent cultivation in Hainan

The outdated training objectives and inadequate adaptability persist in most institutions’ red cultural tourism-related programs (tourism management, cultural industry management). These programs still adhere to traditional pedagogical approaches, emphasizing service skills while neglecting digital technologies, cultural heritage preservation, and innovation capabilities, failing to align with modern workforce demands under new productivity models. They lack distinctive Hainan regional characteristics and fail to integrate core elements such as the “Qiongya Revolutionary Spirit”, “Free Trade Port openness” and “triple-color integration”. Consequently, the trained professionals exhibit severe homogeneity and insufficient localization in competencies ^[7].

The curriculum system suffers from outdated structures and structural imbalances, with content remaining obsolete. Traditional courses account for over 70% of the curriculum, while emerging technologies and emerging industries such as big data, VR/AR, digital cultural innovation, and smart operations are notably absent. Digital technology courses constitute less than 15% of total instructional hours. Disciplinary barriers remain rigid, with fragmented curricula in tourism, history, digital media, and management disciplines. A cross-disciplinary integration framework combining red culture, digital

technology, and cultural tourism management has yet to be established. Practical training remains inadequate, primarily relying on campus simulations and scenic spot visits, with insufficient real-world projects, digital training programs, and corporate internships. This disconnects between practical education and industry demands highlights significant gaps in curriculum relevance.

The practice model remains monolithic, with superficial integration of industry and education. School-enterprise collaboration often remains at the level of “internship base accreditation and short-term student observations”, lacking a collaborative education mechanism where enterprises deeply participate in curriculum development, textbook compilation, faculty training, and performance evaluation. Modern training facilities such as digital red cultural tourism training centers, immersive experience laboratories, and big data operation platforms are absent, leaving practical conditions inadequate for teaching new technologies. Hainan’s distinctive “peak employment, off-season education” model has not been extended to the red cultural tourism sector, resulting in insufficient digital skills training for on-the-job personnel ^[8].

The faculty team suffers from structural weaknesses, including insufficient dual-qualification capabilities and an imbalanced composition dominated by theoretical educators. Only 30% of teachers possess the “dual-qualified” profile, combining expertise in revolutionary culture, digital technology proficiency, and industry experience. Digital literacy remains inadequate, with most instructors lacking proficiency in emerging technologies like VR/AR, big data, and AIGC, rendering them ill-equipped for digital course instruction. Industry engagement mechanisms are underdeveloped, with insufficient faculty corporate rotations and project-based training programs, resulting in delayed understanding of emerging red cultural tourism sectors and innovative job roles.

The system lacks effective safeguards and coordination mechanisms, with insufficient provincial-level planning, specialized policy support, and funding guarantees. The cultivation of red cultural tourism professionals remains excluded from Hainan Free Trade Port’s talent development strategy. Collaboration among government, academia, enterprises, and industry associations remains inadequate, failing to establish a cohesive talent development framework that integrates education, supply, employment, and evaluation. The evaluation system remains outdated, relying primarily on theoretical exams and credit assessments while lacking diversified metrics that prioritize competency, practical application, and innovation.

3.3. Practical opportunities for cultivating red cultural tourism talents in Hainan

The convergence of policy incentives, including national initiatives to promote high-quality development of red tourism, the construction of the Hainan Free Trade Port, and the “Million Talents to Hainan” program, provides top-level support for cultivating talent in red cultural tourism. With robust industry demand, Hainan’s red cultural tourism sector is accelerating its digital transformation, witnessing explosive growth in new formats such as smart scenic areas, digital cultural creativity, immersive experiences, and educational travel, while talent demand continues to rise ^[9].

With optimized educational resources, tourism management programs at Hainan University, Hainan Tropical Ocean University, Hainan Vocational University of Science and Technology, and Hainan Vocational College of Economics and Trade have been designated as national/provincial first-class programs, laying a solid foundation for cultivating talents in red cultural tourism. The province boasts comprehensive digital infrastructure, featuring nationwide 5G coverage, big data centers, and mature digital twin technologies, which provide robust technical support for developing digital talent.

4. Construction of Hainan’s red cultural tourism talent training system under the guidance of new quality productivity

4.1. Overall approach and training objective positioning

Guided by the demand for new quality productivity, rooted in Hainan’s revolutionary culture, led by the distinctive features of the free trade port, and implemented through industry-education integration, we adhere to the “Five-in-One” philosophy encompassing ideological-political education, cultural foundation building, digital empowerment, practical

skill enhancement, and cross-sector collaboration. This approach establishes a comprehensive talent development system featuring tiered classification, job-course-competition-certification alignment, and coordinated efforts among government, schools, enterprises, and industries, achieving precise alignment between talent supply and industrial needs.

The training objectives are stratified and categorized as follows: High-level managerial talents (undergraduate/graduate): These individuals are equipped with expertise in red culture research, digital strategic planning, smart operations management, IP brand development, and international operations of free trade ports, enabling them to serve as versatile management professionals in roles such as senior executives, project directors, and digital product managers at red cultural tourism enterprises. Applied technical talents (vocational college/undergraduate): They possess skills in red cultural interpretation, digital technology application, smart scenic area operations, educational program planning, new media marketing, and cultural innovation development, qualifying them for frontline technical and operational positions. Grassroots service and skilled personnel (secondary vocational/training): These individuals are trained to provide foundational red culture knowledge, standardized services, basic digital competencies, and practical operational skills for frontline service roles.

4.2. Reconstruction of the “three-dimensional five-module” curriculum system

Centered on three core dimensions— ‘inheritance of red culture, application of digital technologies, and innovative integration of culture and tourism’ —the program constructs five major course clusters: ‘Ideological and Political General Education Module, Red Culture Module, Digital Technology Module, Cultural Tourism Management Module, and Practical Innovation Module’. This approach breaks down disciplinary barriers to achieve cross-sectoral integration.

4.2.1. Ideological and political general education module (soul-casting)

Core Courses include Red Cultural Tourism Ideology, Qiongya Revolutionary History, Xi Jinping’s Cultural Thought, and Free Trade Port Policies & Regulations.

(1) Objectives

To cultivate patriotic sentiments, inherit revolutionary heritage, establish correct values, and enhance ideological guidance capabilities.

(2) Red culture module (foundation building)

Core Courses cover Introduction to Hainan’s Red Culture, Research on the Red Women’s Army Spirit, Mother Ruishan Revolutionary History, Protection and Revitalization of Red Resources, and Creative Narration of Red Stories.

(3) Objectives

To master the essence, resource distribution, and spiritual values of Hainan’s red culture, while developing skills in cultural exploration, interpretation, and revitalization.

4.2.2. Digital technology module (empowerment)

(1) Core courses

Cultural Tourism Big Data Analysis, VR/AR Red-themed Scene Design, AI Guided Tour System Application, AIGC Content Creation, Digital Twin Technology, New Media Marketing & Live Streaming, Digital Cultural Creative Design.

(2) Objective

Master core digital technologies and develop capabilities in digital product design, operation, and marketing for red-themed cultural tourism.

4.2.3. Cultural tourism management module (skill enhancement)

(1) Core courses

Red-themed Cultural Tourism Project Planning, Smart Scenic Area Operations Management, Red-themed Study

Travel Development, “Red + Three Colors” Integrated Business Model Design, Cultural Tourism IP Brand Building, Cultural Tourism Consumer Behavior Analysis.

(2) Objective

Achieve proficiency in red-themed cultural tourism operation management, cross-industry integration, and full-cycle brand marketing skills.

(3) Practical innovation module (quality improvement) core components

On-campus Digital Training, Real Enterprise Projects, Red-themed Scenic Spot Internships, Competency-Based Certification Training, Entrepreneurship Practice.

(4) Objective

Strengthen practical skills, innovation capabilities, and job adaptability to achieve “graduation-ready employment and immediate job competence”.

4.3. Innovation in practical teaching model: Industry-education collaboration and three-stage progressive approach

This study has established a three-tier progressive practice system encompassing “cognitive practice—skill training—real-world job application”, further enhancing industry-education integration and school-enterprise collaborative talent development. On-campus training initiatives include: creating a digital red-themed cultural tourism training base with five key platforms: a red-themed digital resource repository, VR/AR immersive training labs, a cultural tourism big data operations center, digital creative studios, and an AI-powered red-themed tour guide simulation room. By incorporating real corporate projects, we implement project-based teaching methods covering red-themed scenario design, digital cultural product development, smart operation simulations, and educational program planning.

(1) School-enterprise collaboration

Jointly establishing the “Red Cultural Tourism Industry College” with Hainan Provincial Tourism and Culture Department, red tourism sites, and digital cultural tourism enterprises (such as Sanya Yazhou Bay Science City).

(2) Implementing the “dual mentor system”

In-house faculty members and corporate mentors jointly deliver courses, guide practical training, and evaluate students.

(3) Adopting the “peak work, off-peak study, work-study rotation model”

Students engage in on-the-job training during peak seasons and return to campus for studies during off-seasons, aligning with Hainan’s industrial characteristics.

(4) Position-course-skill-certificate integration

Seamless alignment between competency development and job requirements through curriculum design incorporating red tourism role standards (e.g., smart scenic area operations, red tourism interpreters, digital cultural creators).

(5) Competition-based education

Leveraging events like the National Red Tourism Interpreter Competition, Digital Cultural Tourism Innovation Contest, and Study Tour Planning Competition to enhance learning and teaching through competitive challenges.

(6) Certificate-course integration

Incorporating professional certifications such as Red Tourism Interpreter Certification, Cultural Tourism Big Data Analyst Certification, VR/AR Skills Certification, and Study Tour Mentor Certification into assessments to implement the “1 + X Certificate System”.

4.4. Faculty development with “dual qualifications and dual competencies, integration of recruitment and training”

Establish a tripartite faculty team comprising “red culture experts, digital technology specialists, and industry practitioners with practical experience”.

To enhance faculty capabilities on campus, the “Digital Teacher Training Program for Red Cultural Tourism” is implemented: Teachers are annually dispatched to digital cultural tourism enterprises and red tourism sites for at least six months of on-the-job training to master emerging technologies and innovative business models. Specialized digital skills training programs covering big data, VR/AR, and AI-generated content (AIGC) are conducted to improve educators’ digital literacy. Faculty members are encouraged to participate in red cultural tourism research projects, corporate collaborative initiatives, and digital product development to strengthen practical expertise and innovation capabilities.

The institution has introduced off-campus industry mentors, including experts in red culture studies, senior executives from smart scenic areas, digital cultural tourism technology specialists, and gold-certified red tour guides, who serve as adjunct professors and practical mentors. A “Industry Mentor Resource Pool” has been established to participate in curriculum development, practical training guidance, thesis defense, and evaluation assessments. An interdisciplinary team has been formed. Integrate faculty members from disciplines such as tourism management, history, digital media, art design, and marketing to form a cross-disciplinary teaching team, jointly develop courses, and conduct teaching activities.

4.5. Improvement of the “multi-stakeholder collaboration and closed-loop management” assurance mechanism

Establish a “five-in-one” support system featuring “government coordination, university-led initiatives, corporate participation, industry guidance, and social support”. Policy and organizational safeguards at the provincial level include: issuing the “Hainan Red Cultural Tourism Talent Development Special Plan” as part of the Free Trade Port’s talent strategy, establishing a dedicated fund for red cultural tourism talent cultivation, and forming the “Hainan Red Cultural Tourism Talent Development Advisory Committee” to integrate resources from government, academia, enterprises, and industries, while formulating standards, guiding reforms, and evaluating quality outcomes.

Financial and resource support will be strengthened through increased fiscal investment to facilitate the development of digital training bases, curriculum design, faculty training programs, and industry-academia collaboration in higher education institutions. Provincial red tourism sites and digital enterprises will be integrated to jointly establish shared training platforms, practical bases, and digital resource repositories. Evaluation and incentive mechanisms will be enhanced through a multi-dimensional assessment system: student evaluations (combining theoretical knowledge, practical skills, innovation capabilities, and certification), faculty assessments (covering teaching quality, research output, and practical experience), and training effectiveness metrics (employment rates, job competency alignment, and corporate satisfaction). Incentive policies will be refined by recognizing outstanding institutions, enterprises, and educators in cultivating red cultural tourism talents, with their achievements incorporated into professional title evaluations and performance reviews. Regional collaboration will be promoted through university alliances within the island to share curricula, faculty resources, and training facilities for joint talent development. Cross-regional partnerships will be deepened by collaborating with leading domestic red cultural tourism institutions and digital technology companies to attract premium resources and jointly cultivate high-caliber professionals.

5. Implementation path and promotion strategies

5.1. Stratified and categorized promotion to establish a tiered training framework

Undergraduate institutions (Hainan University, Hainan Tropical Ocean University): Focus on cultivating high-level managerial and innovative talents, with emphasis on digital strategy, IP operations, and international capabilities. Vocational colleges (Hainan Science and Technology Vocational University, Hainan Economic and Trade Vocational College): Prioritize training applied technical professionals, enhancing practical skills, digital application proficiency, and frontline operational capabilities. Secondary vocational schools + on-the-job training: Aim to develop grassroots service and skilled personnel through digital skill enhancement programs for employees, covering all practitioners in the province’s red tourism attractions.

5.2. Deepening industry-education integration to build a collaborative talent cultivation ecosystem

Jointly develop course materials through school-enterprise collaboration, creating modular, project-based, and digital textbooks that integrate Hainan's revolutionary cultural cases with digital technology applications. Establish training bases by co-developing the "Digital Training Center for Red Cultural Tourism" and "Smart Scenic Area Operation Laboratory", with enterprises providing technical support, equipment, and project resources. Develop evaluation systems through collaborative efforts to formulate talent cultivation standards, course assessment criteria, and practical evaluation metrics, with enterprises participating in talent quality assessments.

5.3. Strengthening digital empowerment to drive digital transformation of training models

Establish an online digital learning platform for red cultural tourism, offering premium courses, digital resources, and virtual training projects to facilitate blended online-offline teaching. Utilize AI teaching assistants and big data learning analytics to achieve personalized instruction and precision-oriented training. Develop a metaverse learning space for red cultural tourism, enabling students to engage in immersive VR/AR experiences of revolutionary history and hands-on job simulations.

5.4. Highlighting Hainan's characteristics and strengthening the integration of localization and internationalization

By deeply integrating local revolutionary cultural elements such as the Qiongya Revolutionary Spirit, Red Women's Army, Mother Ruishan, and Hainan Liberation history, we develop distinctive courses and practical projects. Leveraging the free trade port's openness, we introduce cross-cultural communication, international red cultural tourism promotion, and cross-border collaboration courses to cultivate globally competent professionals. We advance the "red + blue + green" tripartite talent development model, aligning with Hainan's unique cultural-tourism integration characteristics.

6. Conclusion and prospects

The new productive forces are driving profound transformations in Hainan's red cultural tourism industry. Talent demands are shifting from traditional service-oriented roles to multidisciplinary, digital, innovative, and cross-sector expertise, with core competencies focusing on four key dimensions: red cultural heritage preservation, digital technology application, cultural-tourism integration innovation, and free trade port internationalization. Hainan's red cultural tourism talent development faces five major challenges: outdated objectives, imbalanced curricula, weak practical training, faculty shortages, and inadequate support systems. The structural mismatch between talent supply and industrial needs has become a critical bottleneck for high-quality industry development. Establishing a "five-in-one" training framework integrating ideological-political education, cultural foundation building, digital empowerment, practical skill enhancement, and cross-sector collaboration, guided by tiered objectives, structured with three-dimensional modules, supported by industry-education partnerships, staffed by dual-qualified instructors, and sustained by collaborative mechanisms represents the key path to overcoming talent shortages and aligning with new productive forces requirements. By advancing deep industry-education integration, integrating job positions with curriculum design, certification systems, and digital technology applications while reinforcing Hainan's distinctive characteristics, and creating a closed-loop collaborative education system involving government, schools, enterprises, and industries, we can ensure red cultural tourism talents are "retained, utilized effectively, perform excellently, and innovate continuously", thereby supporting the high-quality development of Hainan's red cultural tourism sector.

In the future, as next-generation technologies such as generative AI, metaverse, Web3.0, and brain-computer interfaces mature, the cultivation of talent for red cultural tourism will evolve toward more immersive experiences, intelligent systems, personalized approaches, and global integration. Future research should focus on key areas including talent development pathways for red cultural tourism metaverse professionals, digital literacy assessment frameworks,

international talent training models for free trade port red cultural tourism initiatives, and innovative mechanisms for industry-education collaboration. These efforts will continuously refine talent development systems, providing sustained intellectual support for Hainan's red cultural tourism industry to seize opportunities in the wave of new productive forces and establish national benchmarks.

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