

Cultivation Mechanism of International Communication Talents through the Integration of Cultural Tourism IPs into Professional Courses

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Abstract: This study explores how higher vocational colleges can integrate cultural tourism intellectual property (IP) into professional courses to cultivate international communication talents. With the continuous integration of culture and tourism in China and the growing emphasis on vocational education internationalization, cultural tourism IP has become a key driver for talent development. The study examines the current challenges and gaps in existing curricula, proposing a framework that includes training objectives, curriculum integration, implementation strategies, and evaluation systems. By embedding cultural tourism IPs into course design, the mechanism enhances students' global communication skills, intercultural literacy, and digital media innovation, providing a practical model for strengthening international communication talent cultivation under the "culture + tourism + communication" framework.

Keywords: Cultural tourism IP; Higher vocational colleges; International communication talents; Curriculum integration; Cultivation mechanism; Vocational education

1. Introduction

China's cultural tourism industry is undergoing high-quality development, characterized by the deep integration of culture and tourism, digital transformation, and a focus on international communication. In this context, the internationalization of vocational education has become a national priority, with an emphasis on cultivating skilled personnel with global vision and innovation. Cultural tourism intellectual property (IP)—including regional symbols, intangible heritage, and tourism brands—has emerged as a key resource for cultural exchange. Integrating cultural tourism IPs into professional courses offers opportunities to develop communication-focused vocational programs that combine cultural understanding with practical skills.

However, many existing programs still lack comprehensive training in cross-cultural communication, digital media literacy, and global narrative. The integration of cultural tourism IPs into curricula remains superficial, often focusing on tourism operations rather than cultural expression or communication. This study explores how higher vocational colleges can effectively integrate cultural tourism IPs into professional courses to cultivate international communication talents, offering a framework to enhance global communication competence and support the international dissemination of Chinese culture.

2. The Significance of the Cultivation Mechanism of International Communication Talents through the Integration of Cultural Tourism IPs into Professional Courses

In the context of China's evolving cultural tourism integration and the national push for vocational education internationalization, the proposed cultivation mechanism holds significant value. It aligns with national strategies such as the "Belt and Road" initiative by equipping students with the skills to communicate cultural resources globally. This mechanism bridges the gap between the cultural tourism industry's need for cross-cultural communication professionals and the existing vocational education framework, driving institutional reform in higher vocational colleges. It focuses on enhancing students' global communication competence, cultural literacy, and career adaptability, helping them pursue roles beyond traditional tourism positions. By integrating cultural tourism IPs into professional curricula, this approach fosters a more dynamic and globally relevant talent pool, addressing both industry needs

and educational gaps.

3. The Significance of Integrating Cultural Tourism IPs into Professional Courses for Cultivating International Communication Talents

Integrating cultural tourism IPs (e.g., regional heritage, intangible cultural heritage, iconic tourism brands) into professional courses is the core link to break the bottleneck of international communication talent cultivation in higher vocational colleges, effectively solving the “disconnection” between traditional training and practical needs. It transforms abstract cultural knowledge into concrete communication content—for example, taking local intangible cultural heritage as teaching cases allows students to practice in-depth cultural interpretation in international languages, moving beyond superficial bilingual skills to master the ability of “cultural storytelling”.

This integration also builds a bridge between “curriculum” and “industry-education synergy”: it drives the integration of fragmented courses such as tourism, foreign languages, and digital media around IPs, and aligns with the “culture + tourism + communication” industrial demand for compound talents. By setting up modules like “digital communication of cultural tourism IP”, it equips students with the ability to create multi-modal content for overseas platforms, while laying the foundation for colleges to build collaborative education models with cultural institutions and international media, which is essential for cultivating talents with both cultural confidence and global communication competence.

4. The Current Situation and Problems of the Integration of Cultural Tourism IPs into Professional Courses

Current Situation

Against the backdrop of national policy support for culture-tourism integration and vocational education internationalization, some higher vocational colleges have begun exploring the integration of cultural tourism IPs into international communication talent training. For instance, tourism management and related majors have added courses involving local cultural symbols or intangible heritage, and a few institutions have established cooperative bases with cultural enterprises to carry out project-based teaching centered on regional tourism IPs. Meanwhile, driven by digital transformation, modules related to digital communication of cultural tourism IPs (such as short video creation for overseas platforms) have gradually appeared in curriculum systems, initially connecting cultural resources with international communication practice. However, such explorations remain scattered and lack systematic design, mostly concentrated in individual courses or local pilot projects without forming a standardized cultivation model.

Existing Problems

The current cultivation practice faces prominent bottlenecks in multiple dimensions. In terms of curriculum, IP integration is superficial—most courses only use IPs as simple cases for illustration, failing to integrate IP connotations (e.g., cultural value, narrative logic) with international communication theories and skills, leading to disjointed “culture” and “communication” teaching. In terms of resources, there is a shortage of qualified teachers with both cultural IP literacy and international communication expertise, and cooperation between colleges and cultural IP institutions/large international media lacks standardized mechanisms, resulting in unstable teaching resource supply. In terms of training implementation, practice links are insufficient: most internships still rely on traditional tourism service scenarios, lacking real international communication projects (such as cross-border IP promotion) for students to participate in, and the evaluation system still focuses on academic performance rather than practical communication effects. Additionally, students’ foreign language application ability and cross-cultural adaptation competence are generally weak, failing to meet the demands of IP-based international communication.

5. Mechanism of International Communication Talents through the Integration of Cultural Tourism IPs into Professional Courses

The cultivation mechanism, centered on “IP-driven synergy,” covers five core modules to address training gaps and meet industrial needs.

5.1 Target Orientation: Compound Competence

Focus on fostering talents with “1+3” capabilities: taking “cultural tourism IP international communication” as the core, plus cultural IP interpretation (grasping IP connotations like intangible heritage value), cross-cultural communication (adapting to global audience habits), and digital practice (creating content for overseas platforms). This targets emerging roles such as IP international promoters, breaking traditional single-skill training.

5.2 Curriculum Integration: IP-Based Modules

Restructure curricula into three modules: a foundation module (e.g., “IP Connotation Analysis,” “Cross-Cultural Norms”) for theoretical basics; a core module (e.g., “IP Digital Communication,” “IP Cross-Cultural Service”) to link IP with practical skills; and an expansion module (e.g., “Belt and Road IP Communication”) to align with global demands.

5.3 Implementation Pathways: Practical Teaching

Adopt a “three-in-one” model: project-based classroom teaching (e.g., “local IP international promotion tasks”); school-enterprise-institution collaboration (building training bases, launching overseas internships with international tourism firms); and digital/international scenarios (virtual simulation of cross-cultural scenes, participating in global tourism competitions).

5.4 Institutional Guarantees: Multi-Subject Support

Establish a “government-led, school-enterprise co-built” system: governments provide policy and funding support; colleges build interdisciplinary teams (tourism teachers + IP experts + communication practitioners); enterprises offer “dual tutors” and participate in curriculum design.

5.5 Evaluation System: Ability-Oriented Feedback

Shift to “process + effect” assessment: process evaluation includes project and internship performance; effect evaluation tests IP interpretation/digital skills and tracks overseas content spread. Link results to curriculum optimization for dynamic adaptation.

Conclusion

Integrating cultural tourism IPs into professional courses offers a systematic approach to cultivating international communication talents in higher vocational colleges, addressing gaps in existing training, such as superficial IP integration and lack of practical communication scenarios. The proposed five-module mechanism—focusing on target orientation, curriculum design, implementation, institutional support, and evaluation—bridges the gap between “culture,” “tourism,” and “communication,” linking regional cultural resources to global communication practice.

This mechanism aligns vocational training with national strategies and industrial trends, providing a replicable model for talent development. Future research can explore its adaptation in various regional contexts and enhance global collaboration, ultimately improving the quality of vocational communication training and promoting the international dissemination of Chinese cultural tourism IPs.

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