Exploration and research on the construction of professional group of undergraduate vocational education cultural tourism under the background of cultural and tourism integration

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Abstract: The fundamental of vocational education is the integration of production and education. As the basis of vocational education college planning, professional groups determine the fit degree of vocational education direction and industrial demand. On the basis of clarifying the orientation of undergraduate vocational education training, this study analyzes the new requirements of tourism industry for talents under the background of cultural and tourism integration, discusses the ideas and objectives of constructing cultural and tourism professional groups, and puts forward specific construction contents and measures from the aspects of innovating talent training mechanism, restructuring curriculum system, dual development of teachers, building the "three creative" platform, emphasizing both on-campus and off-campus practical training and international standards. In order to promote the construction of cultural tourism professional groups, and train high-level applied talents to meet the needs of the development of cultural tourism industry.

Key words: cultural tourism; Cultural tourism integration; Cultural tourism professional group; Undergraduate vocational education

1. Foreword

China's vocational undergraduate education was formally proposed in 2019. It is based on the type of vocational education and developed from the vocational and technical education. With the dual attributes of advanced and vocational, it is the product of industrial upgrading and economic structural adjustment, and the international society's demand for innovative, complex, industrial and developing-type technical skills talents. Up to now, a total of 32 colleges and universities in China have been identified as pilot schools of undergraduate vocational education, which has taken an important step in improving the training channel of H-type vocational talents in China. The difference between undergraduate vocational education, applied undergraduate vocational education and specialized vocational education is not the difference of "quantity" in terms of theory, skill and accomplishment, but the difference of "quality". Undergraduate vocational education should not only adhere to the "attributes and characteristics of vocational education", but also be based on the "levels and types of undergraduate education", and cultivate innovative, composite, industry-oriented and sustainable development ability of high-level technical applied talents to cope with the needs of technological and industrial changes, economic and industrial transformation and upgrading.

Taking a comprehensive look at the development law of undergraduate vocational education training in Germany and Japan, no matter the dual system of universities in Germany or the specialized vocational education universities in Japan, they all pay attention to the development of majors urgently needed by the country, connect the national high-tech industry and economic structure with professional groups, promote the coordinated development of majors according to the regional industrial layout, and show a symbiotic relationship of cross-integration between majors and industries. At present, most of the pilot colleges of undergraduate vocational education in China are upgraded from higher vocational colleges, and the construction of professional groups is faced with the following problems: (1) the original layout of professional groups relies heavily on the traditional industrial market, and lacks the discipline foundation support, resulting in the lack of sustainable development ability of personnel training and weak scientific research and innovation ability; (2) There are few backbone professional groups in the pilot colleges, the integration effect within the majors has not been fully manifested, the number of majors is numerous, and the cross-integration between majors is less, which can not fully reflect the technical ideas of connecting the industrial chain to the professional groups; (3) The lack of "group" thinking in the construction of professional groups, such as the organizational structure and management system of vocational education professional groups are not matched, the structure of professional group teachers is unreasonable, and the practice teaching system of professional groups is decentralized.

2. Research Foundation

2.1 Vocational education undergraduate professional group

The idea of building professional groups originates from the theory of industrial clusters in the field of economics. Industrial development and technological change have brought about the demand for compound talents. A single major cannot cultivate talents

needed by the industry due to the constraints of educational resources and industrial orientation, which is the root cause of the emergence of professional groups. It can help vocational colleges take the initiative to adapt to the national strategy and the needs of local economic and social development, and gradually form a talent training structure with clear service direction and its own characteristics and advantages, so as to meet the needs of diversified, compound and scarce talents for technological and industrial changes, economic and industrial transformation and upgrading. Therefore, the professional group is a professional cluster set up around the industrial cluster or the industrial chain demand of a certain industry. Through the division of occupational post groups, the logical relationship of the various majors within the group is constructed, and the core majors lead and radiate the development of related majors. It is an important starting point to realize the integration and agglomeration of resources, the greater efficiency of school-running resources, and the deep connection between vocational education and industrial needs.

Through the analysis of the formation logic of the existing professional groups of vocational education, it is found that there are usually three kinds of logic used in the formation of the existing professional groups of vocational education: one is industrial logic, the other is knowledge logic, and the third is functional logic. The construction of vocational education professional groups in our country usually uses single logic or the combination of simple three kinds of logic. However, due to the nature of vocational education and the setting of undergraduate level, the existing logic of grouping can not meet the needs of high level technical skill training, applied research and social service

2.2 Development trend of cultural and tourism integration

Cultural tourism is a new "tourism +" industrial model based on tourist demand, with tourism industry as the carrier and cultural industry elements integrated. Cultural elements form cultural tourism towns, cultural tourism new areas, cultural tourism industrial parks, cultural tourism complexes, scenic spots/resorts, cultural tourism belts and other forms of cultural tourism with the help of tourism products, tourism services, festival activities, scene display, etc. It promotes the transformation and development of tourism industry and cultural industry. Traditional tourism relies heavily on the quality of scenic spot resources, and its single consumption structure is difficult to meet people's quality, personalized and emotional tourism needs. The integration of cultural elements can enhance the cultural implication and interest of tourism products, provide tourists with high service quality, high management level, passive experience and active perception of the combination of tourism experience, and improve the added value of tourism industry.

3. Talent demand analysis of cultural tourism industry under the background of cultural and tourism integration

According to the definition of the World Tourism Organization, cultural tourism is "human activities that are intrinsically motivated by culture". Cultural and tourism integration, that is, the integration of cultural industry and tourism industry, cultural elements into tourism to provide driving force, tourism for culture to provide a carrier of expression and dissemination. Cultural elements are expressed in the form of tourism products and activities, so that travelers can achieve deep immersion experience in the process of consumption and experience of cultural tourism products, and enhance the cultural soft power of scenic spots. The transformation from traditional marketing to content marketing and smart marketing has brought a huge impact on the entire cultural tourism industry structure and industrial chain. The changes in the cultural tourism industry environment have put forward new requirements for the cultivation of talents in the industry. Under the new market and technology environment, the emergence of new media technologies and the transformation of communication channels require applied technical talents with the ability of new media operation, tourism marketing planning, providing and creating value for customers. With the internationalization and opening of cultural tourism, culture goes abroad with the help of tourism industry, which is the soft power of the country and the growing spiritual and cultural life needs of the people. To realize the exploration and innovation of the value of cultural tourism industry, it is necessary to cultivate a large number of operation and management talents who are familiar with the unique laws of culture and tourism, understand the operation and management of cultural and tourism industry, and have high cultural literacy and management level.

However, the existing undergraduate education of tourism management in our country has some problems, such as mismatch between professional education and industry demand, lack of applied research, leading by theoretical education, and homogenization of talent training. There are some problems in the higher vocational education of tourism management, such as low training level, low employment matching rate, lack of talent development momentum and lack of innovation ability. As an important industry of modern service industry, tourism has the characteristics of "mixed" and "industrial cluster" of industrial elements. It has high comprehensiveness, strong correlation and large driving coefficient. There are 109 industries directly and indirectly related to tourism. Therefore, the existing independent undergraduate education and higher vocational education of tourism management are difficult to meet the requirements of compound, high

quality and high-level talents under the trend of cultural and tourism integration.

4. Research Conclusions

4.1 Construction content of cultural tourism professional group

Tourism professional groups are connected to industrial clusters, and the industrial chain mainly includes three main links: resource supply, product distribution and media marketing. The integration of cultural elements will promote the reform of the entire tourism industry from the resource supply link. This study starts from the resource supply end of the industrial chain to organize the business links, analyze the main work content, technology chain, talent chain, and analyze the corresponding job groups. Then, it deduces the idea of constructing professional groups for the layout of professional groups, clarifies the logical relationship of each professional group, sorts out the core competence and characteristic direction of each professional, and builds a professional group structure with tourism management as the core, cultural industry management as the support, marketing and hotel management as the backbone. Corresponding guidance personnel training mechanism, curriculum system construction, teacher construction, practical training construction, international standards and other specific measures.

Table 1 Construction process of cultural tourism major group

Industry Chain	Technology Chain	Job Content	Talent Chain	Job Group	Majors Group
	Design and Plan	Product Design	Business Travel Product Design Post	Job Group of Design and Planning	Major of Cultural Industry Management (Support)
		Event Planning	Program Planner		
			Copywriting Creative Director		
			Cultural Tourism Activity Planning Post		
		Travel Planning and Consulting	Business Travel Product operation post		
			Cultural Tourism planning consulting post		
			Travel Customizer		
	Organization and Operation	Travel services	Tourist Guide	Job Group of Operations Management	Major of Tourism Management (Core)
			Administrative Reception		
			Information Service Post		
		Tourism business operation	Data Analysis Post		
			Merchant Management Post		
			Advertising Design Post		
	Marketing	Marketing Planning	Marketing Planning Post	Job Group of Marketing	Major of Marketing (Key)
		New media operation	OTA Operation Post		
			New Media Operation Post		
		marketing management	Market Analysis Post		
			Channel Management Post	Job Group of Service	Major of Hotel Management (Key)
			Brand Operation Post		
	Supporting Services	Hotel Management	Hotel Management Post		
			Administrative Post		
		Hotel Service	Front hall, Guest rooms, Catering, Recreation, Conference Service Posts		

4.2 Measures for the construction of cultural tourism professional groups

4.2.1 Deepen the integration of production and education, and innovate the personnel training mechanism

(1) School-enterprise cooperation, the establishment of "base construction, talent education, sharing of results" mechanism

Deep integration of schools and enterprises, jointly build a collaborative innovation center, take the collaborative innovation Center platform as a link, cooperate with the government, industry associations, cultural and tourism industry, scientific research institutes and other universities to participate in the establishment of cultural tourism professional groups that promote professional setting by industry

and professional construction based on vocational needs, promote the interaction of industry and education, and achieve the integration of industry, university and research. Integrate real enterprise projects into teaching and scientific research, promote the integration of industry and education and the application of technology research, and dynamically adjust the composition or direction of majors. Taking the combination of work and learning as the starting point, through order training, the university and enterprise jointly build a cultural tourism talent training base, a high-quality service talent training base, a scenic spot operation talent training base, and a cultural creativity and planning service platform, forming a mechanism of "base construction, talent co-education and result sharing".

Trinity, all-round cultivation of high-quality cultural tourism talents

By understanding the attributes of the industry, analyzing the occupational characteristics, and sorting out the humanistic qualities, professional qualities and skill qualities that the talents in the cultural tourism industry need to have. Through campus culture, open atmosphere, word-and-example education and other school-based education environment, through classroom teaching, practice teaching, introduction of enterprise projects, applied research and other school-based co-education process, through 1+X training, various competitions, associations, studios and other personal shaping links with students as the main body, To realize the cultivation of high quality talents with deep humanities, strong occupation and high skills.

4.2.2 Restructure the curriculum system to realize the complementary, sharing and integration of professional group courses

Vocational education at the undergraduate level is based on the type of vocational education, cultivating high-level technical application talents with innovative, composite, industrial and sustainable development ability. Under the premise of in-depth integration of production and education, it is necessary to cultivate solid subject basic knowledge, interdisciplinary subject knowledge system and different professional direction skills. Tourism management major has a wide range of intersections and strong practicalities. By combing the development history of tourism management major, it mainly involves business administration and geography, and then spans more than 10 secondary disciplines under engineering, science, economics and history. Based on the principles of the same foundation and similar technical fields of the major groups, the main orientation of the major groups, the internal logical relations of the majors within the group, and the professional training goals, the major integrates the latest professional standards, industry standards, professional norms and industry development characteristics, and builds a professional group sharing course platform with complementary advantages, resource sharing and cross-professional integration: Sharing quality course platform, including innovation and entrepreneurship, service awareness, efficiency awareness, etc.; Sharing basic course platform, including basic courses of management, economics and art; Shared core course platform, including core courses of design and planning, organization and operation, marketing and promotion, and service; The shared skills practice course platform, including design and planning skills, organization and operation skills, marketing and promotion skills, service skills and other skills practice courses.

4.2.3 Build a three-creativity platform to cultivate innovation, creativity and entrepreneurial ability

Guided by the cultivation of "innovation", "creativity" and "entrepreneurship", with the purpose of optimizing students' ability structure, broadening employment channels and improving vocational competency, the cultural tourism professional Group will start from the creative field of the cultural tourism industry and take school-enterprise projects, competitions, studios, research centers and associations as the carriers to cultivate students' three-creativity ability. It will establish a set of innovation, creativity and entrepreneurship teaching system from teaching design, teaching process to result evaluation, and run the cultivation of "three creativity" talents through the whole process of professional group talent training, so as to cultivate compound and innovative talents needed under the new form of cultural tourism.

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