

Innovation Research of International Talent Training Mode of Tourism Management Major in “The Belt and Road” Regions

WANG Hui¹, PENG Shuzhen², DONG Hongxia²

(1. School of Economics and Management, Taishan University, Tai'an, Shandong 271000, China; 2. School of Tourism, Taishan University, Tai'an, Shandong 271000, China)

Abstract The structural scarcity of international talents in tourism industry has become the bottleneck restricting tourism cooperation community of “the Belt and Road” countries and regions, and “the Belt and Road” regional tourism cooperation community has forced the cultivation and promotion of tourism management professionals. Therefore, the research on cultivation and promotion path of international tourism management professionals in “the Belt and Road” regions has become a hot topic in theoretical and practical circles. “The Belt and Road” initiative is put forward to force the innovation of international talent training mode of tourism management major. After investigation, the existing problems in the development of tourism management undergraduate major in colleges and universities are accurately grasped. Eventually, the international talent training mode of tourism management major in “the Belt and Road” regions is innovated from the following aspects: reforming mutual recognition credit system and international enrollment system, innovating the concept of personnel training, reforming practical talents system, innovating curriculum system, and establishing cultivation and promotion path platform for international talents.

Keywords Tourism management major, International talents, Training mode innovation

DOI 10.16785/j.issn 1943-989x.2020.5.025

“The Belt and Road” initiative is a medium- and long-term strategy for free trade between China and the world, which requires the coordinated development of resources, including tourism resources, between China and “the Belt and Road” regions. In September 2017, the former National Tourism Administration and UNWTO proposed the establishment of tourism cooperation community of “the Belt and Road” countries and regions. “The Belt and Road” initiative brings new opportunities to the development of Chinese tourism industry.

“The Belt and Road” regions are rich in tourism resources, which will become world tourism destinations in the future. In 2017 *Dragon Boat Festival Travel Trend Report* released by Lvmama Tourism, the ten most popular destinations for outbound tourism successively are Thailand, Indonesia, Malaysia, Hong Kong (China), Japan, Vietnam, Mauritius, Cambodia, Switzerland and Italy. Chinese people are enthusiastic about going to “the Belt and Road” regions. The number of tourists in Russia, central and eastern European countries along “the Belt and Road” has increased sharply by four times. European countries along “the Belt and Road” with the fastest growth of tourists successively are Poland, Russia, Czech Republic, Serbia and Slovakia.

The structural scarcity of international

tourism talents has become the bottleneck restricting the development of tourism in “the Belt and Road” regions. Under “the Belt and Road” initiative, Chinese tourism industry is bound to realize leapfrog growth, but the structural scarcity of high-quality composite tourism talents is prominent. According to the data released by Ministry of Culture and Tourism, compared with 2017, domestic tourists made 5.539 billion trips in 2018, with an increase of 10.8%; the number of inbound and outbound tourists reached 291 million, with an increase of 7.8%; the tourist income was 5.97 trillion yuan, with an increase of 10.5%; and the tourism industry comprehensively contributed 9.94 trillion yuan to GDP, accounting for 11.04%. Tourism directly employed 28.26 million people, and directly and indirectly employed 79.91 million people, accounting for 10.29%. The rapid development of tourism has aggravated the demand for international tourism talents, and the shortage of international tourism talents has become a booster for domestic tourism colleges to accelerate international cooperation in running schools. Therefore, the training mode of tourism management professionals must comply with the talent demand of “the Belt and Road” and meet the requirements of tourism talents in the international market under the new situation.

The tourism industry complies with “the

Belt and Road” initiative to force the cultivation and promotion of international tourism management professionals. Because domestic tourism management major mainly faces the domestic tourism industry. In the process of internationalization, tourism management undergraduates lag behind the process of internationalization. The proposal and implementation of “the Belt and Road” initiative has intensified the international needs for tourism management talents, especially the cultivation and promotion of tourism management professionals in “the Belt and Road” regions should be paid great attention. Therefore, the tourism industry complies with “the Belt and Road” initiative to force the cultivation and promotion of tourism management professionals.

Tourism market demand and international education mode force the innovation of international school-running mode. Currently, the international school-running cooperation among universities and colleges in China is dominated by one-way communication, which is in the initial stage of cooperation mode. It mainly includes international school-running cooperation such as comprehensive transplantation mode and combined cooperation mode with the forms of “3+1”, “2+2”, “1+3”; short-term exchange of teachers for three months or six months. Based on the above mode, it is difficult for China to

Received: June 23, 2020

Accepted: July 25, 2020

Sponsored by General Project of Undergraduate Education Reform of Shandong Province “Innovation and Practice of International Talents Training Mode in Tourism Management Major” (M2018X291); United Front High End Think Tank Project of The Central Academy of Social Sciences “Research on International Communication Path of Chinese Culture under The Initiative of The Belt and Road (ZK20180341); 2019 Youth Innovation Talents Introduction Program of Colleges and Universities “Tourism Investment Risk and Management Innovation Team”; Statistical Research Project of Shandong Province (KT1955); The Twelfth Batch of Teaching Reform Research Project of Taishan University (201902).

*Corresponding author.

meet the international market demand in terms of student training, and it is difficult to meet the quality requirements of international tourism talents.

1 Current problems in the development of tourism management undergraduate major in colleges and universities

1.1 The connection between curriculum system and curriculum content and "the Belt and Road" needs to be further improved

Curriculum system and curriculum content, as the concrete carrier to realize talent training goal, are the embodiment of objectives and specifications of talent training in colleges and universities in reality. Most tourism colleges and universities have revised their training programs and curriculum system in accordance with the *Catalogue of Undergraduate Majors in Colleges and Universities (2012)*. Under the background of "the Belt and Road" initiative, there are still many problems in course design and implementation of tourism management major.

1.1.1 Some courses do not connect with "the Belt and Road" initiative. According to the survey, college courses are conducive to deepening students' understanding of the frontiers and development trends of their major, improving students' organization and management ability, and promoting students' expression ability and interpersonal skills. Tourism talents connected with "the Belt and Road" initiative only account for 39.9%^[1], which fully indicates that some courses of tourism colleges and universities in China do not connect with "the Belt and Road" initiative.

1.1.2 The practicality of some courses does not connect with realistic requirements. For the issues such as tourism resources and market gap in 66 countries or regions along "the Belt and Road", international tourism enterprises require tourism colleges and universities to strengthen tourism curriculum, and establish courses such as tourism project planning and development, business etiquette, camping management system, financial knowledge in the context of English, which are practical courses adapting to the development trend of tourism internationalization under "the Belt and Road" initiative.

1.1.3 Elective courses and extended courses should be further connected with "the Belt and Road" tourism management requirements. According to the survey, the proportion of practical teaching in domestic tourism undergraduate universities and colleges is insufficient, and the

proportion of curriculum setting in the credits of practical courses is less than 15%^[2]. Extended courses and elective courses are mainly based on the traditional demand, which can not meet the current social and economic demand as well as the requirements of tourism internationalization and regionalization. Therefore, elective courses and extended courses need to further connect tourism management requirements of "the Belt and Road".

1.2 International vision of tourism talents needs to be further expanded

There are 66 countries along "The Belt and Road", with a population of more than 4 billion. There are a large number of characteristic nature reserves, world natural and cultural heritage sites, etc., and the tourism resources are abundant. International tourism talents need "dual ability" of language expertise and skills. Since international tourism talents may encounter unexpected "crises" during the travels, their abilities and knowledge of emergency handling, international planning, crisis public relations, medical first aid and religious culture need to be further integrated into "intelligence" of international tourism talents^[3]. Therefore, the international vision of tourism talents needs to be further expanded.

1.3 Cultivation of practical ability and comprehensive quality of tourism industry is not comprehensive

Tourism is a practical subject, and the industry sensitivity can be improved by carrying out tourism practice teaching; professional theoretical knowledge is transformed and expanded in practice; and team cooperation is strengthened and cultivated through consciousness of innovation^[4]. However, problems such as insufficient off-campus practice hours, single internship position, poor effect, and the need to strengthen practice teaching team increasingly require the further improvement of tourism practice teaching, so as to further enhance the practical ability and comprehensive quality of tourism industry.

1.4 International employment guidance and support system is incomplete

Tourism colleges and universities provide graduates with a variety of employment information channels such as employment information websites, specialized employment courses, employment guidance teachers, etc. However, graduates' cognition of knowledge level, ability structure, personality and special skills is not objective enough, and they lack in-depth understanding of development strategy and corporate culture of the employer; there

is a gap between entry position and salary and expectation, so it is impossible to predict the international development trend and new forms of tourism. These problems need to be solved by establishing and improving international employment guidance and support system for tourism colleges and universities.

2 Innovation of international tourism management talent training mode in "the Belt and Road" regions

2.1 Reform and innovation of mutual credit recognition system and international enrollment system

2.1.1 Reform and innovation of mutual credit recognition system of tourism management major in "the Belt and Road" regions. To improve the mutual recognition ability and management level of international credits, the credit index system of relevant courses must be established, verified, coordinated and implemented step by step by drawing lessons from practice of curriculum and credit setting in colleges and universities at home and abroad; the international curriculum system and structure of tourism major in colleges and universities is constructed, and the pilot work of credit recognition for tourism universities and colleges in countries or regions along "the Belt and Road" region is launched. After the pilot implementation of credit system reform in tourism universities and colleges in countries or regions along "the Belt and Road", students log in the credit mutual recognition management information system of universities and colleges in countries or regions along "the Belt and Road" to select courses online, study courses according to certain requirements, and obtain corresponding scores and credits through corresponding course examinations. In principle, the tourism colleges and universities participating in "the Belt and Road" unions implement mutual recognition of credits for international and intercollegiate general education courses. It is suggested to adopt 1+3 or 2+2 modes for mutual credit recognition.

2.1.2 Reform and innovation of international enrollment system of tourism management major in "the Belt and Road" regions. In order to improve the quality of international enrollment of tourism majors, it is suggested that the international cooperation department should establish an international enrollment office, to explore the reform of international enrollment of tourism majors and the establishment of access mechanism in line with international

standards. The enrollment liaison station for countries or regions along “the Belt and Road” should be established.

2.2 Concept innovation of tourism management talent training in “the Belt and Road” regions

2.2.1 Based on the tourism management talent training connotation of “competency-based, double certificates integration”, the tourism management talent training mode of “mainline, reinforcement, combination and connection” is constructed. Competency-based emphasizes tourism management vocational skills training. The formulation of talent training programs should be market-oriented, and a modular course structure with “competency-based, double certificates integration” as the core is built according to the requirements of knowledge, ability and attitude. Platforms such as smart tourism laboratory, big data test center, and training base have been established^[5]. The in-depth integration mechanism of tourism enterprise project + on-campus training base, training target + industry talent specification has been implemented. The teaching content should be integrated with industry standard, enterprise standard and real enterprise environment, and the tourism management talent training mode of “mainline, reinforcement, combination and connection” is constructed, namely with tourism management application ability as the main line, professional ethics and professional skills should be strengthened to realize the combination of theory and practice, learning and work, teaching and production^[6]. The personnel training objectives and personnel specifications of tourism industry along “the Belt and Road” regions, the training process and the business process of tourism enterprises along “the Belt and Road” regions, the teaching content and tourism professional standards along “the Belt and Road” regions, and the teaching conditions and environment connected with tourism enterprises along “the Belt and Road” regions should be strengthened.

2.2.2 Construction of professional knowledge, ability and quality structure of “the Belt and Road” tourism management. First, the structure of knowledge, ability and attitude of professional positions is clarified, and the core competence and special skill requirements of “the Belt and Road” professional position in tourism management are specifically described, so as to provide the scientific basis for the development of “the Belt and Road” tourism management talent training program. Second, the core curriculum of “the Belt and Road”

tourism management major is defined. Referring to the job requirements of “the Belt and Road” tourism management enterprises, and the technical standards or norms of “the Belt and Road” tourism industry enterprises are introduced. Third, “the Belt and Road” tourism management professionals training objectives are cleared. Connecting “the Belt and Road” tourism industry, with job requirements of “the Belt and Road” tourism enterprises as the main body, “the Belt and Road” tourism management personnel training goal of “double quality, double skills and double certificates” in humanities and profession, language and profession, graduation and professional qualification is achieved.

2.2.3 Construction of multi-mode of tourism management personnel training. The talent training mode of “base-test platform-enterprise”, “classroom-base-test platform-internship enterprise” for tourism management major is constructed^[7]. The curriculum system of “competency-based, double certificates integration” is constructed by making full use of “the Belt and Road” tourism enterprise resources, transplanting classroom to tourism enterprises, and transplanting tourism enterprises to base class, and the progressive talent training mode of “base-test platform-enterprise” is implemented^[8]. The talent training mode of “classroom-base-test platform-internship enterprise” is strengthened; basic cultural knowledge and professional theoretical knowledge are learned by combining theory and practice with on-campus tourism training room or tourism company, to master basic skills and professional skills from the first to the forth semesters; in the forth semester, students will enter college or universities of credit certification in countries along “the Belt and Road” to learn local humanities, customs and religions; in the fifth semester, students carry out international comprehensive ability and job training of tourism management major in “the Belt and Road” tourism enterprises; in the sixth semester, students will work as interns in “the Belt and Road” tourism enterprises, and complete the graduation internship work of tourism management major; students will choose careers in the seventh and eighth semesters. “The Belt and Road” tourism management major highlights foreign language features and focuses on training high-end skilled international tourism talents.

2.3 Practical talent system reform and curriculum system model innovation in “the Belt and Road” regions

Based on the heterogeneity of regional language and cultural background in “the Belt

and Road” regions, the teaching of cross-cultural tourism management course should be strengthened to improve the international communicative competence of international cross-cultural tourism. “2+1+2” cultivation mode refers to two years of domestic education, one year of local language education, local cultural background and tradition education in other countries or regions along “the Belt and Road”, and two years of practical education in China and other countries or regions along “the Belt and Road”.

2.3.1 Improve curriculum system and update curriculum provision to keep pace with integrated development of industry. The course system meets the development requirements of “the Belt and Road” tourism, pays attention to the construction of “the Belt and Road” tourism practice teaching system, and adds regional courses in line with the trend of The Times such as customs, investment and financing analysis of countries along “the Belt and Road”.

2.3.2 Innovate practical teaching and guide double improvement of knowledge and skills. The practical teaching environment is improved, and relevant tourism laboratories for market analysis and investment, information management, cultural display, product creative planning, immersive and digital scenic experience are established. Through multimedia, 3D modeling, image recognition, scene fusion and other new technologies and means^[9], students’ in-depth perception of tourism culture and smart tourism is enhanced, and the interest of international tourism management courses is increased.

2.4 Construct tourism management international talent cultivation and promotion path platform in “the Belt and Road” regions

2.4.1 Carry out tourism cooperation education in “the Belt and Road” regions and expand students’ international vision. Closely following the requirements of “the Belt and Road” initiative, exchanges and cooperation in regional tourism universities and colleges is strengthened, and regional courses featuring different local conditions and customs, local languages and cultures, customs and religious beliefs are carried out^[10].

Meantime, universal curriculum education such as international regulations and international laws must be strengthened. The interaction between teaching and learning in “the Belt and Road” region is strengthened through mutual recognition of course credits, regular exchange of regional teachers and mutual visits of students, etc., and teachers and students are

actively guided to participate in the research and practice of regional culture, economy, politics, religion, history, geography and other related topics, so as to expand the international vision of students majoring in tourism.

2.4.2 Implement "credit bank" system and build credit mutual recognition platform in "the Belt and Road" regions. First, a unified credit setting standard for tourism universities and colleges in "the Belt and Road" regions shall be formulated, and a credit mutual recognition platform for tourism universities and colleges in "the Belt and Road" region shall be established and improved^[11]. Credit transfer among tourism universities and colleges in "the Belt and Road" regions is promoted, and a "circulating" credit transfer "currency" standard in "the Belt and Road" region is established, to promote student mobility and mutual credit recognition among tourism universities and colleges in "the Belt and Road" regions. Second, modern teaching mode is actively innovated, and "credit bank" system is implemented. The "credit bank" system is a kind of simulation bank, which strengthens unified management of credit, authenticates the content, time and place of students' study in "the Belt and Road" regions, breaks through the regional restrictions, realizes the functions of credit storage, exchange and academic degree application through "credit bank", and promotes mutual recognition of credit among regional colleges and universities.

2.4.3 Strengthen international construction of teaching staff and improve international level of teaching affair administration. Firstly, teaching staff must be internationalized, and internationalization of teachers is paid attention. Tourism management major actively encourages and promotes professional teachers to participate in international academic seminar, overseas investigation, visiting and other activities, such as cross-strait international academic conference, China-France tourism forum, Nankai international tourism seminar, etc., so as to provide good approaches and opportunities for improving internationalization level of professional teachers, extending international field of vision, and increasing international communication. Secondly, teaching research and mode should be internationalized, and teachers are actively guided to explore teaching reform based on the objective of international talent training, and research internationalization of professional teaching from multiple levels such as bilingual curriculum setting, bilingual course teaching content, teaching methods and means, and verification of teaching effect^[12]. Thirdly, teachers

participate in international exchanges and cooperation, and conduct face-to-face, point-to-point communication and cooperation with experts at home and abroad; relying on projects of foreign experts, teachers actively carry out academic exchanges and cooperation research with world famous experts, to promote scientific research ability of international vision, further understand the idea of running the world's advanced tourism discipline, thus providing the basis for cultivating international tourism talents.

2.4.4 Increase investment in human capital of tourism in universities and colleges in "the Belt and Road" regions. "The Belt and Road" tourism development colleges are set up in tourism universities and colleges in "the Belt and Road" regions, and teacher training in tourism colleges and universities along "the Belt and Road" are strengthened in multiple ways, to innovate and optimize tourism personnel training^[13].

Investment in human capital is increased, and internship opportunities in foreign tourism industry are provided to help students improve their language skills, communication skills and international vision; students' participation in "the Belt and Road" international sports events, expos, food festivals, cultural festivals and other practices is increased, and "the Belt and Road" regional large-scale international activities are practiced from the overall process of planning, organization, management, operation, crisis management and summary; research and development cooperation teams of tourism colleges and universities in "the Belt and Road" regions as well as extracurricular interest groups are set up, and interaction and communication among students majoring in tourism management along "the Belt and Road" are strengthened; international elective courses such as international etiquette, business service and negotiation, and emergency medical care are offered^[14].

References

- [1] Wang, Y. J., Gao, H. & Pang, X. X. (2020). Exploration on research-based teaching mode of tourism management major: A case study of Hebei University of Economics and Business. *Contemporary Education Research and Teaching Practice*, (2), 186, 213.
- [2] Feng, Y. (2020). The questionnaire on the present situation of the training of the practical ability of the students for tourism management specialists in applied undergraduate colleges. *Journal of Hubei Open Vocational College*, 33(1), 14-15, 34.
- [3] Su, K. (2020). Research on tourism manage-

ment practice course system based on entrepreneurship and innovation training: A case study of *Tourism Marketing. Modern Business Trade Industry*, 41(2), 178-179.

- [4] Sun, Y. L. (2020). Application of innovative education concept in practice teaching for tourism undergraduates. *Journal of the College of Northwest Adult Education*, (1), 64-68.
- [5] Guo, X. M., Li, Q. L. & Yin, X. Y. et al. (2020). Research on practical teaching mode of tourism management based on cloud class platform. *Experimental Technology and Management*, 37(1), 176-180.
- [6] Wu, Y. Y. (2019). Research on the implementation of "comprehensive practice project" based on modern apprenticeship: A case study of tourism management major. *Think Tank Era*, (52), 117-118.
- [7] Liu, S. H., Mu, J. & Shi, J. (2020). Tourism management talent demand and cultivation ideas under the background of new operational types of tourism. *Think Tank Era*, (3), 239-240.
- [8] Yue, C. K. (2019). Analysis on the training mode and quality assurance system of tourism management professionals. *Tourism Overview*, (12), 211-212.
- [9] Zhang, B. E., Huang, L. (2019). Discussion on practical teaching in application-oriented undergraduate tourism colleges. *Journal of Jilin Business and Technology College*, 35(6), 110-112.
- [10] Wu, S. Z. (2020). The teaching practice of intercultural communication competence cultivation for tourism management major. *Knowledge Economy*, (3), 179-180.
- [11] Xie, Y. P. (2019). Research and practice on the construction of collaborative education platform for tourism management undergraduate: A case study of tourism management in Guilin Institute of Tourism. *Journal of Chifeng University (Natural Science Edition)*, 35(12), 135-138.
- [12] Zhang, C. M., Zou, D. W. (2019). Discussion on ESP on-site teaching in Tourism management specialty. *Journal of Hebei Normal University of Science & Technology (Social Sciences)*, 18(4), 95-99.
- [13] Liu, W. W., Zhou, Z. H. (2019). Reflection and innovation on the management mode of "double teacher" for off-campus internship in tourism management major. *Tourism Overview*, (12), 215-216.
- [14] Xu, C. H. (2019). The path and practice of tourism specialty group construction under the background of "double-high level plan" construction. *Chinese Vocational and Technical Education*, (35), 31-35.

Copyright of Journal of Landscape Research is the property of WuChu (USA - China) Science & Culture Media Corporation and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.