

# *Research on the optimization of tourism management practical teaching system based on the cultivation of dual innovation ability*

Wei Tang

*Zhaoqing University, Zhaoqing, Guangdong, 526061, China*

**Keywords:** Tourism management, innovation and entrepreneurship, talent training, practical teaching

**Abstract:** Compound talents with practical ability, innovation ability and entrepreneurial potential are the training goals of tourism management professionals, and are also the core demand for talents in the tourism industry. It is found that the professional practice teaching system of tourism management has problems such as vague positioning of talent training, scattered practical curriculum setting, insufficient faculty construction, and distortion of practical teaching. It proposes five paths to optimize the practical teaching system of tourism management by focusing on talent training, optimizing practical curriculum setting, strengthening the construction of teachers, reshaping practical teaching links and deepening practical teaching cooperation.

## 1. Introduction

There is an obvious disconnect between the quality of tourism management professional training and the demand for talents in the tourism industry. At present, tourism management majors mainly focus on theoretical teaching, ignoring the importance of practical teaching, resulting in students' insufficient practical ability to link practical experience with theory when interning and working in the tourism industry. With the comprehensive development of economy and society, the tourism industry needs compound tourism management talents with high theoretical knowledge, strong practical ability, innovation ability and entrepreneurial potential. The training of tourism management talents needs to meet the needs of talents in the tourism industry, build a scientific practical teaching system, focus on cultivating students' innovation and entrepreneurship capabilities, and comprehensively improve the comprehensive literacy and all-round development ability of tourism management students. The optimization of the practical teaching system is an indispensable and indispensable foundation in the process of cultivating innovative and entrepreneurial talents in tourism management, and it is also an important countermeasure to solve the low employment rate of tourism management students<sup>[1]</sup>.

## 2. Current Situation of Tourism Management Profession

### 2.1. Objectives for Training Tourism Management Talents

The tourism management major of Zhaoqing University is a pilot major of comprehensive reform in Guangdong Province, a characteristic major of Guangdong Province, and a key discipline supported by the university. It mainly cultivates application-oriented professionals who adapt to the tourism needs of the Greater Bay Area and the development needs of modern tourism industry, have comprehensive moral, intellectual and physical development, good comprehensive quality. They have the feelings of home and country and passion for the industry, have solid tourism management theory and professional knowledge, are familiar with the operation laws of modern tourism, have good industrial practice ability and innovative spirit, bilingual communication ability, good career development ability, and can engage in operation, management, planning, service and other work in various tourism institutions and related enterprises and institutions. After 5 years of graduation, these application-oriented professionals can achieve the following expected goals: 1. They can adhere, practice and spread the core socialist values, have a good sense of home and country, humanistic feelings and professional ethics; 2. They have solid professional knowledge of tourism disciplines and good humanities literacy, are proficient in tourism and related management positions, and become the professional backbone of their unit and industry; 3. They are familiar with the development law and development trend of the industry, are able to flexibly apply professional knowledge and theory to work, have a good sense of teamwork and communication management skills, and be able to lead the team to complete team tasks. 4. They can actively participate in the development of the tourism industry and related industries, are able to find industry problems, propose professional solutions and measures, and achieve innovative and breakthrough work results; 5. They can adhere to lifelong learning, have innovative ability, pursue self-improvement and self-improvement, and achieve sustainable development.

### 2.2. Curriculum System

Table 1: Guiding credits for tourism management

Course category	Guided study credits for each semester							
	1	2	3	4	5	6	7	8
Public compulsory courses	12	13	11	8	0	0	0	0
General Education Courses	0	0	4	4	8	0	0	0
Subject-based basic education courses	6	6	6	3	3	0	0	0
Professional education courses	3	4	3	6	10	0	10	0
Practical teaching courses	2	4	3	6	5	9	4	8
Subtotal	23	27	27	27	26	9	14	8

The main courses include management, economics, modern service industry management, tourism consumer behavior, tourism reception industry, tourism destination management, marketing, introduction to tourism, introduction to hotel management, tourism economics, tourism geography, tourism planning and development, tour guide business, tourism service English, tourism product planning, etc. Intensive professional practice courses include: internship, professional internship, graduation thesis. The curriculum system has three characteristics: (1) Combination of theoretical courses and practical courses. Independent practical courses are specially set up, such as tourism product design, tourism marketing, simulated tour guides, administrative ability training, etc. The practical course has a total of 36 credits, and there are 3 credits of innovation and entrepreneurship courses. (2) Combination of planned courses and independent courses. There are 5 credits of optional

courses and limited courses in three directions, namely: module courses in tourism informatization, module courses in tourism and leisure, and module courses in exhibition economics and management. Students can choose the above courses according to their own interests and specialties. (3) Combination of on-campus courses and off-campus courses. Students can choose 6 credits of online open courses to replace elective courses, and the distribution of guided courses in each semester is shown in Table 1.

### **2.3. Teaching Staff and Practical Teaching Conditions**

At present, there are 28 professional teachers, including 2 professors, 10 associate professors, 20 doctors, and 1 doctoral candidate. The full-time teachers have a high level of internationalization, and there are 8 full-time doctoral teachers abroad, 2 teachers who have returned from studying in the UK, 1 visiting student in the United States, and 3 teachers who have obtained doctoral degrees abroad. The full-time teachers cover different disciplines such as economics, management, cultural studies, geography, history and education, which meets the comprehensive requirements of tourism management for teachers. Among the teachers, there is 1 deputy to the Provincial People's Congress, 1 deputy to the Duanzhou District People's Congress, 1 member of the Doctoral Service Group of the Organization Department of the CPC Central Committee, 10,000 talents of the Ministry of Culture and Tourism, and 2 talents of Xijiang Tourism. There are also more than 20 part-time teachers, mainly middle and senior managers of well-known domestic and foreign brand cultural tourism enterprises and related departments.

Experimental conditions on campus: The tourism management major has built a school-level comprehensive experimental training demonstration center integrating simulated tour guide laboratory, Chinese and Western restaurant laboratory, wine laboratory, smart conference room, guest room laboratory and travel agency laboratory, with a laboratory area of 900 square meters and laboratory equipment assets of nearly 4.5 million yuan, which can better meet the needs of tourism management professional construction. Off-campus practice base: According to the basic idea of "three docking" (docking first-tier tourist cities, docking with first-class brand groups, and docking with first-class industry standards), high-end internship bases including Shanghai Disneyland, Atlantis Sanya and Chimelong Group have been built, and in accordance with the "Dynamic Selection Measures for College Practice Teaching Bases", bases with low satisfaction of students and instructors are dynamically eliminated to ensure the quality of talent training supported by practical teaching bases.

### **3. Current Situation of Professional Practice Teaching of Tourism Management**

Tourism management major is a new major established in Zhaoqing College, relying on the university-level characteristic discipline tourism management major, the discipline competitive advantage and professional strength have been steadily improved, tourism management major has successively established multi-level school-enterprise cooperation with well-known enterprises at home and abroad, such as AccorHotels Group in France, InterContinental Hotels Group in the United Kingdom, Hilton Hotel Group in the United States, Marriott International Group in the United States, Hyatt International Group in the United States, Disneyland in the United States, Rosewood Hotel Group in Hong Kong, Chimelong in Guangzhou, etc., and the professional practice teaching conditions have gradually improved. It has laid a solid foundation for the cultivation and creation of the characteristics of tourism management majors, and the information of domestic and foreign internship training enterprises in tourism management majors is shown in Table 2.

Table 2: List of tourism management internship companies

Serial Number	Internship Company	Location	Group	Level
1	Disney Tourism Resort	Shanghai	Disneyland US	Theme Park
2	EDITION Hotel	Sanya	Marriott US	Luxury Hotel
3	Atlantis Resort	Sanya	China Revival Cultural Tourism	Tourism Complex
4	Galaxy Ritz-Carlton Hotel	Shenzhen	Marriott US	Luxury Hotel
5	Qianhai JW Marriott Hotel	Shenzhen	Marriott US	Luxury Hotel
6	Kaisa Marriott Hotel	Shenzhen	Marriott US	Star Hotel
7	Wyndham Premier Hotel	Shenzhen	Wyndham US	Star Hotel
8	Hilton Hotel Shekou	Shenzhen	Hilton US	Star Hotel
9	Hilton Greater China Hotel	Shenzhen	Hilton US	Star Hotel
10	Grand Hyatt Hotel	Shenzhen	Hyatt International US	Luxury Hotel
11	Grand Hyatt R&F Hotel	Guangzhou	Hyatt International US	Luxury Hotel
12	Park Hyatt Hotel	Guangzhou	Hyatt International US	Luxury Hotel
13	Rosewood Hotel	Guangzhou	Hong Kong Rosewood	Luxury Hotel
14	W Hotel	Guangzhou	Marriott US	Luxury Hotel
15	The Westin HNA Hotel	Guangzhou	Marriott US	Star Hotel
16	The Westin Canton Fair	Guangzhou	Marriott US	Star Hotel
17	Hilton Hotel Tianhe	Guangzhou	Hilton US	Star Hotel
18	Sofitel Sainte-Rich Hotel	Guangzhou	Accorhotels Fr	Star Hotel
19	Chimelong Tourist Resort	Guangzhou	Chimelong Group CN	Tourism Complex
20	Chimelong Tourist Resort	Zhuhai	Chimelong Group CN	Tourism Complex
21	Renaissance R&F Hotel	Huizhou	Marriott US	Star Hotel
22	Intercontinental Resort	Huizhou	Intercontinental UK	Star Hotel
23	Sheraton Hotels	Zhongshan	Marriott US	Star Hotel

#### 4. Teaching of Professional Practice in Tourism Management

Since 2023, China's national economy has continued to recover and generally rebounded, the people's tourism demand is strong, and the tourism economy has entered a new stage of comprehensive recovery. The expression of the Politburo meeting on promoting the consumption of cultural tourism and other services reflects the central government's emphasis on expanding domestic demand, and the development of new tourism demand and new formats also reflects the requirements of the times to deepen supply-side structural reform and promote high-quality development. At present, the professional practice teaching system of tourism management is mainly composed of four parts: professional cognitive education, on-campus practical training, top post internship and professional investigation. The professional practice teaching foundation of tourism management is weak, the dual-teacher teachers are lacking, the on-campus practical training conditions are insufficient, and the practical teaching courses are in an embarrassing state that does not match the name. On the other hand, there are many off-campus practice bases, but the school-enterprise relationship is relatively loose, and the current situation of loose cooperation is difficult to meet the higher-level practical needs of teachers and students. At the same time, some full-time teachers have ideas such as not needing to transform, not wanting to transform, and not daring to transform. Its

outstanding performance lies in the imbalance between theoretical courses and practical courses in the talent training plan, there are fewer practical courses, and there is a virtual problem in the practical courses offered. In addition, there is a lack of effective connection between campus activities and professional practices of tourism management, and there is much room for improvement in the awareness and ability to carry out practical teaching using campus activities as an opportunity. The content and system of practical teaching lack effective integration in terms of level and connection, the elements of practical teaching are relatively single, and practical teaching activities lack effective guidance and training for students' innovation and entrepreneurship ability [2]. The current professional practice teaching system of tourism management has problems such as vague positioning of talent training, scattered practical curriculum settings, insufficient construction of teachers, and distortion of practical teaching links, which is not conducive to improving the quality of training of tourism management professionals and is difficult to meet the needs of complex talents in the tourism industry [3].

#### **4.1. The Orientation of Talent Training is Vague**

Tourism management is a highly applied major, and practical teaching is an important part of cultivating the practical ability and professional quality of tourism management students. The combination of theoretical teaching and practical teaching is an inevitable trend in the development of higher education, and the tourism management major is no exception. Practical teaching can cultivate students' vocational skills and innovative spirit, and is an effective supplement to theoretical teaching, and its importance has attracted much attention in recent years. However, the current practical teaching of tourism management has the problem of vague positioning of talent training, and lacks a deep understanding of the talent demand of the tourism industry and the customer service of the tourism market, resulting in the disconnection between the professional practice teaching plan and curriculum of tourism management and the needs of the industry.

#### **4.2. The Practical Curriculum is Scattered**

At present, the professional practice curriculum of tourism management is not comprehensive, the practical teaching links such as practical training are not closely connected with theoretical teaching, and the practical teaching curriculum is relatively scattered, lacking systematic and relevant, resulting in the difficulty of integrating and applying the knowledge learned by students. The problem of fragmented practical curriculum is mainly reflected in the two aspects of the inaccurate goal of practical teaching and the lack of practicality of professional curriculum. At present, the practical teaching plan of tourism management is relatively lagging behind, which cannot meet the needs of the tourism industry, economy and society, and students' growth and talents. For example, in the teaching system of tourism management, the arrangement of practical activities is too concentrated, and theoretical learning is separated from practical teaching, resulting in weak correspondence between practical content and theoretical teaching. In the current curriculum of tourism management, there is still the problem of theory over practice. Although the proportion of practical teaching has been optimized after many adjustments to the talent training program, the practical teaching form is mostly simple on-campus practical training and practical operation, which cannot fundamentally cultivate students' practical ability to connect with industries and industries. In addition, the professional practice teaching of tourism management arranges courses according to the existing teachers, resulting in great differences in teaching content, curriculum and course connection, most of the course practice links are useless, and the scattered practical curriculum leads to the lack of vitality and characteristics of tourism management professional talent training.

### 4.3. Insufficient Construction of Teachers

The practical teaching of tourism management requires a professional double-teacher teaching team with both theoretical knowledge and practical experience in the tourism industry. However, the current dual-teacher teaching force of tourism management is obviously insufficient, and there is a lack of compound teachers with practical experience, professional quality and rich theoretical attainment<sup>[4]</sup>. With the rapid development of economy, society and tourism industry, the professional practice teaching of tourism management puts forward higher requirements for teachers, who need to have both profound theoretical knowledge and rich practical work experience in the tourism industry. At present, the recruitment and promotion of tourism management teachers simply attach importance to teachers' academic qualifications and scientific research, resulting in insufficient practical experience and contempt for practical links of tourism management teachers, and the introduction, training and promotion of teachers still face a series of systems, concepts and operational difficulties.

### 4.4. Distortion in Practical Teaching

The professional practice teaching of tourism management requires scientific and systematic hardware and software support, and at the same time requires close and reasonable practical teaching links to ensure the quality of practical teaching. However, at present, the practical teaching links of tourism management are relatively single, the on-campus practical training links are superficial, the practical training content is relatively single, the gap between internship training and the industry is large, and the distortion of the practical teaching links of tourism management is mainly manifested in the following aspects. 1. Short time and small proportion of practical teaching links: At present, the time schedule of the professional practical teaching session of tourism management is relatively short and the proportion is small, which cannot meet the needs of students to connect the tourism industry and the practice of the tourism industry. 2. Lack of guidance from professional managers in the tourism industry in the practical teaching link: The tourism profession is very practical, and professional managers have rich practical experience, which can better guide students to carry out practical learning in tourism industry. However, at present, in the professional practice teaching of tourism management, the participation of industry personnel is low, and students cannot get sufficient and real industry practice guidance. 3. Lack of practical work scenarios in the practical teaching link. The professional practice teaching of tourism management needs to be carried out in the actual work scene, so as to better simulate the actual work situation of the tourism industry, but the current lack of corresponding practice scenarios has led to the separation of the professional practice of tourism management from the actual work scene<sup>[5]</sup>. 4. The evaluation mechanism of practical teaching links is not scientific. At present, the evaluation mechanism of the professional practice teaching of tourism management is not scientific enough, and the evaluation criteria are too simple and single, which cannot comprehensively and objectively evaluate students' practical ability and learning achievements.

### 4.5. Practical Teaching Cooperation is not Deep

The cooperation between tourism management and tourism industry and tourism enterprises is an important measure to improve the teaching effect of tourism management professional practice and the cultivation of tourism management professionals, but due to various reasons, the in-depth cooperation between tourism management major and tourism enterprises and institutions is not enough, and the construction of tourism management professional practice base needs to increase strength, depth and breadth. The problems existing in school-enterprise cooperation in tourism management mainly include the following aspects: 1. Single form of cooperation: At present, the

form of school-enterprise cooperation in tourism management is relatively single, mainly focusing on internship cooperation and curriculum development cooperation. 2. Shallow level of cooperation: At present, the level of school-enterprise cooperation in tourism management is shallow, and the exchanges and cooperation between tourism enterprises and schools are limited to internship arrangements and curriculum development, and lack of in-depth cooperation, such as internship and employment, brand cooperation and title. 3. Low participation of tourism enterprises: At present, the participation of school-enterprise cooperative enterprises specializing in tourism management is low, and the support for school talent training and dual-teacher teacher training is insufficient<sup>[6]</sup>. The cooperation between tourism enterprises and schools is limited to shallow internship arrangements and internship feedback, and tourism enterprises lack in-depth support for tourism management professional development and student success. 4. Inaccurate positioning of professional internship: The school-enterprise cooperation positioning of tourism management is inaccurate, and it is not accurately positioned according to the needs of the tourism industry and the actual situation of the school, resulting in poor cooperation between schools and enterprises in tourism management professional practice.

## **5. Optimization Path of Tourism Management Professional Practice Teaching System**

By focusing on the five paths of talent training positioning, optimizing practical curriculum setting, strengthening the construction of teachers, reshaping practical teaching links and deepening practical teaching cooperation, the practical teaching of tourism management can effectively improve the quality of practical teaching, cultivate students' practical ability, innovative spirit and entrepreneurial ability, make a better combination of theoretical teaching and practical teaching, and realize the goal of innovation, entrepreneurship, comprehensive and compound talent training in tourism management.

### **5.1. Focus on Talent Training Positioning**

In order to solve this problem, it is necessary to clarify the purpose and positioning of personnel training, deeply understand the market demand, and formulate teaching programs and curriculum according to the needs of the industry. At the same time, it is necessary to strengthen the connection with the industry, keep abreast of industry dynamics and demand changes, constantly adjust teaching programs and curriculum settings to meet market demand, improve the comprehensive literacy and ability of tourism management professionals, and provide better talent support for the development of tourism. During the epidemic, most tourism enterprises have reduced staff to increase efficiency, optimized staff skills training, and effectively promoted "one post, multiple responsibilities", and the demand for talents of tourism enterprises has shown obvious comprehensiveness, innovation and professionalism. With the rapid recovery and explosive growth of the tourism industry, the demand for tourism talents continues to be strong, and the tourism industry needs a large number of "diversified" and "innovative" talents, which is the inherent need for the development of tourism enterprises, and it is also the core talent driving force to enhance the competition of the tourism industry. In April 2023, the Ministry of Industry and Information Technology and the Ministry of Culture and Tourism jointly issued the Notice on Strengthening the Collaborative Innovation and Development of 5G+ Smart Tourism, deeply implementing relevant policy requirements and promoting the innovative application of 5G in the tourism industry. In the 14th Five-Year Plan for Cultural and Tourism Development, all localities clearly put forward the "vigorous development of digital culture and smart tourism". The training of tourism management dual innovation talents focuses on the integration and assistance of artificial intelligence and the tourism industry, focuses on the training of innovative talents in tourism technology, and further improves the intelligent, digital,

intelligent and technological capabilities of tourism management students through the integration of artificial intelligence technology and modern service industry services<sup>[7]</sup>.

### **5.2. Optimize the Setting of Practical Courses**

In order to solve this problem, it is necessary to strengthen the linkage and integration of courses and establish a systematic curriculum design. For example, courses can be classified and integrated according to the needs of actual work to form modular teaching, so that students can have a clearer understanding of the relationship and role of each course in the learning process. At the same time, industry veterans can also be introduced to participate in curriculum and teaching, so that students can understand the latest trends and needs of the industry, so as to better adapt to the needs of the industry.

### **5.3. Strengthen the Construction of Teachers**

In order to solve this problem, it is necessary to strengthen the construction of teachers and improve their practical ability and professional quality. For example, teachers can be arranged to intern in enterprises or participate in industry training to improve their practical ability and professional quality. At the same time, industry veterans can also be introduced to participate in teaching, so that students can understand the latest developments and needs of the industry, so as to better adapt to the needs of the industry. Strengthening the construction of the faculty can be carried out from five aspects: industry practice, course training, academic exchanges, teaching research and student guidance. Teachers are encouraged to practice in tourism enterprises, understand industry dynamics and market demand, accumulate practical experience, and improve teaching quality<sup>[8]</sup>. Schools can organize teachers to participate in relevant training courses, such as the latest trends in the tourism industry, tourism enterprise management, tourism culture, etc., to improve the professional quality of teachers. Teachers are encouraged to participate in academic exchange activities, exchange experience with peers, expand their horizons, and obtain the latest information in the industry. Schools can encourage teachers to actively participate in teaching research, explore new teaching methods and means, and improve teaching standards. Schools can guide tourism management students to participate in practical activities, such as tourism planning, scenic spot development, integrated media marketing, etc., to help students master practical skills and improve practical ability.

### **5.4. Reshape the Practical Teaching Link**

In order to solve this problem, it is necessary to strengthen the construction of practical teaching links, establish independent on-campus practical training links, and enrich the content of practical training. For example, practical training places such as tourism simulation laboratories and tourism planning and design rooms can be established to allow students to master the skills and knowledge of tourism management in practical operation. At the same time, a variety of practical teaching methods, such as internship, social practice, etc., can also be introduced to allow students to better understand the industry and market demand, so as to better adapt to the needs of the industry.

### **5.5. Deepen Practical Teaching Cooperation**

Through industry research and exchanges and learning among institutions, tourism management professional practice teaching cooperation needs to seize the opportunity of the development of new industries, new formats and new technologies, adjust the practical teaching cooperation mode, deepen the reform of practical teaching, combine the professional disciplines and professional advantages of



tourism management, and initially condense and form the practical teaching characteristics of "four or three cultivation and reverse incubation". The talent training model of "Trinity" includes three aspects: the theoretical understanding of Trinity, the practical teaching system of Trinity and the support system of Trinity. The professional teaching content of "three docking" has successfully incubated tourism professional management talents by connecting first-tier tourism cities, high-end brand groups, and first-class industry standards<sup>[9]</sup>. "Three continuous" talent training process. Strive to achieve continuous line of practical teaching, continuous line of skill competition, and continuous line of English training. The talent training goal of "three adaptable abilities" highlights the application orientation in professional ability, pays attention to differentiated training, and emphasizes the adaptability, applicability and suitability of students' abilities.

### 5.6. Guide Students to Practice Motivation

Schools should guide tourism management students to develop good practice motivation, avoid utilitarianism and blindness, better adapt to the development needs of the tourism industry, and lay a solid foundation for future career development<sup>[10]</sup>. Students are better adapted to the development needs of the tourism industry and lay a solid foundation for future career development. Schools can optimize and deepen cooperation with top tourism enterprises at home and abroad, provide attractive internship practice opportunities, allow students to participate in the practical work of the tourism industry, and come into contact with real cases and problems, so as to improve students' practical ability and problem-solving ability. Schools should give students full support and guidance, including the contact of the internship unit, the formulation of the internship plan, the problem and difficulty solving in the practice process, etc., so that students can feel the care and support of the school, so as to improve the motivation of the internship practice. Schools should encourage students' self-development and improvement, let students give full play to their advantages and specialties in internship practice, actively learn and explore, so as to improve their professional quality and ability. Schools should establish a good evaluation mechanism, objectively and fairly evaluate students' internship practice, let students understand their own strengths and weaknesses, so as to stimulate students' enterprising spirit and desire for improvement.

## 6. Conclusions

Taking the revision, implementation and teaching evaluation of the new version of the tourism management professional talent training plan as an opportunity, schools should optimize and improve the teaching system and content of tourism management professional practice, strengthen the cultivation and transformation of tourism management talents' innovation and entrepreneurship ability, improve the professional practice teaching ability and industry leadership ability of tourism management, enhance the industrial development compatibility of tourism management professional innovation and entrepreneurship talent training, and enhance the connection between students' career development. The optimization of the professional practice teaching system of tourism management based on innovation and entrepreneurship has a very important position and role in discipline and talent training, and is worth exploring and studying.

## Acknowledgements

- 1) Project of Education Department of Guangdong Province: Research on the optimization path of practical teaching system of tourism management specialty based on the training of "mass innovation ability";
- 2) Research on the High-quality Development Path of Night Tourism in Zhaoqing from the

Scenarios Perspective (23GJ-10);

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