

Study on Targeted Cultivation of Core Quality of Tourism Majors in Higher Vocational Colleges in the Context of Culture and Tourism Integration

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Abstract: The integration of culture and tourism is an important trend in the development of current tourism industry, which puts forward new requirements for the core qualities of tourism management major students in higher vocational colleges. This paper analyses in depth the core qualities that tourism management majors of higher vocational education should have under the background of culture and tourism integration, including professional knowledge and skills, innovation and practical ability, intercultural communication ability, service consciousness and professionalism, information technology application ability, etc. It explores the problems that exist in the cultivation of students' core qualities at present and puts forward the targeted cultivation strategies, aiming at improving the qualities of cultivation of talents for tourism higher vocational education and meeting the needs of the development of culture and tourism integration.

Keywords: Cultural and Tourism Integration; Higher Vocational Education; Tourism Management Major; Core Quality; Targeted Cultivation.

1. Introduction

With the improvement of people's living standards and the change of consumption concepts, tourism has become an indispensable part of people's lives. At the same time, culture, as the soul of tourism, has been increasingly concerned about its integration and development with tourism. In 2019, the Guiding Opinions on Promoting the Integration and Development of Culture and Tourism explicitly proposed to promote the integration and development of culture and tourism, to shape the tourism with culture and highlight culture with tourism, to promote the in-depth integration of the cultural industry and the tourism industry, and to cultivate a new type of consumption pattern of culture and tourism. In recent years, the scale of the domestic culture and tourism market has continued to expand, tourism consumption has been upgraded, and cultural tourism has become a new hot spot in the tourism market. According to the data of the Ministry of Culture and Tourism, in the first three quarters of 2024, the number of domestic trips was 4.237 billion, up 15.3% year-on-year; the total spending of domestic tourists on trips was 4.35 trillion Yuan, up 17.9% year-on-year. With the continuous progress of science and technology and the change of people's consumption demand, the development of culture and tourism integration shows the trend of diversification, intelligence and internationalization. In terms of diversification, the integration of culture and tourism is no longer limited to the simple superposition of culture and tourism, but is deeply integrated with sports, education, recreation and health and other industries, forming a variety of new business forms such as culture and tourism plus sports, culture and tourism plus education, culture and tourism plus recreation and health. In this context, the integration of culture and tourism has produced significant changes in the demand for higher vocational tourism management professionals, and the higher vocational tourism management profession, as an important position for cultivating talents in

the tourism industry, is facing new opportunities and challenges, and needs to cultivate students with the core qualities adapted to the needs of the development of the integration of culture and tourism, in order to satisfy the urgent need for high-quality talents in the integration of culture and tourism industry.

2. Connotation of Core Quality of Tourism Majors in Higher Vocational Colleges

Core quality is a comprehensive embodiment of the key abilities, knowledge and attitudes that an individual should possess in order to achieve personal growth and social development in a specific context. It is not only an important content that students should master during their study in school, but also a necessary quality to adapt to the society and realize their career development in the future. For higher vocational tourism management students, core literacy has a clearer orientation and practicality, which is directly related to their employment competitiveness and career development potential in the tourism industry. Under the background of cultural and tourism integration, the core literacy of higher vocational tourism management students covers multiple dimensions, including professional knowledge and skills, innovation and practical ability, intercultural communication ability, service awareness and professionalism, information technology application ability, etc. These elements are interrelated and mutually reinforcing, and together they constitute a core literacy system that adapts to the needs of cultural and tourism integration development of students.

2.1. Professional Knowledge and Skills

Professional knowledge and skills are the foundation of higher vocational tourism management students, covering tourism management, cultural knowledge, service skills and other aspects. In terms of tourism management knowledge,

students need to master the basic knowledge of tourism, tourism marketing, tourism planning and development, tourism financial management, etc., and understand the operation law and development trend of tourism industry. Taking tourism marketing as an example, students should be familiar with the segmentation of the tourism market, the selection of target markets, and the pricing and promotion strategies of tourism products, and be able to use the knowledge they have acquired to analyze and forecast the tourism market, and provide support for the marketing activities of tourism enterprises.

In terms of cultural knowledge, the integration of culture and tourism requires students to have a deep cultural heritage and be familiar with traditional Chinese culture, world cultural history, folk culture and other knowledge, so as to better explore the cultural connotations of tourism resources and provide tourists with a tourism experience rich in cultural value. For example, when explaining historical and cultural attractions, students can deeply interpret the historical stories and cultural significance behind the attractions, so that tourists can feel the charm of culture.

Service skills are the basic skills of students majoring in tourism management, including tour guide service skills, hotel service skills, tourism reception service skills and so on. Tour guide service skills require students to have good language skills, organizational and coordination skills and adaptability, and to be able to skillfully lead tourists to visit attractions, answer tourists' questions, and deal with emergencies in the tourism process. Hotel service skills, on the other hand, include skills in room service, catering service, front desk reception, etc. Students have to master the service process and standards to provide guests with high-quality and efficient services.

2.2. Creative and Practical Skills

Innovation and practical ability are an important part of the core qualities of higher vocational tourism management students in the context of culture and tourism integration. The integration of culture and tourism has given rise to many new tourism products and formats, such as cultural theme tourism, study tours, immersive tourism and so on. This requires students to have innovative thinking and ability to develop attractive tourism products and services by combining market demand and cultural elements. For example, through innovative tourism route design, different cultural attractions are linked together to create special cultural tourism routes; using modern technology to develop immersive tourism experience projects to enhance tourists' participation and experience.

Practical ability is the key for students to transform theoretical knowledge into practical operation ability. Through practical teaching, internship training and innovation and entrepreneurship activities, students can improve their practical ability and ability to solve practical problems. In practical teaching, students can participate in the planning, organization and implementation of tourism projects, and exercise their practical ability; in internship training, students can learn and master the operation management and service skills of tourism enterprises in a real working environment; in innovation and entrepreneurship activities, students can transform their innovative ideas into actual projects, and cultivate their innovation and entrepreneurship ability.

2.3. Intercultural communication skills

Intercultural communication ability is a new requirement for senior tourism management students with the international development of tourism. With the international development of tourism, senior tourism management students will face tourists from different countries and regions. Therefore, students need to have good cross-cultural communication skills, to be able to communicate effectively with tourists from different countries and regions, to understand the differences and characteristics of different cultures, to respect the customs and beliefs of different cultures, and to provide tourists with high-quality cross-cultural tourism services. This requires students to be fluent in foreign languages, master the basic theories and skills of cross-cultural communication, and understand the cultural backgrounds and tourism market demands of different countries and regions.

2.4. Service Awareness and Professionalism

Vocational quality is the moral quality, professional awareness and professional behaviours that higher vocational tourism management students should have in their career. Moral quality is the core of professionalism, which requires students to have the qualities of honesty and trustworthiness, dedication, teamwork and service consciousness. Tourism industry is essentially a service industry, students should establish a strong sense of service, focus on tourists, focus on the needs of tourists, to provide warm, thoughtful and meticulous service. At the same time, with good professionalism, including professional ethics, professional conduct, teamwork spirit, etc., able to comply with industry norms in the work, to maintain the image of the industry.

2.5. Application Capability of Information Technology

Under the strong impetus of the wave of the digital era, information technology is being integrated into every corner of the tourism industry with unprecedented depth and breadth, and has become the core driving force for the development of the industry. For tourism management students, mastering information technology has become a necessary skill to adapt to the development of the times and meet the needs of the industry. For example, tourism e-commerce platform occupies a pivotal position in the current tourism industry. Students need to be proficient in the operation of mainstream tourism e-commerce platforms such as Ctrip and Fliggy, from the listing of tourism products, accurate editing of information, to the familiarity of the order processing process, and then a series of links such as the maintenance of customer relations. This will not only help them get up to speed quickly in practice and provide tourists with convenient and efficient booking services, but also make use of the platform's big data to gain insights into tourists' consumption preferences and accurately optimize product display and recommendation strategies.

Tourism big data analysis even opens the door to refined management and precise marketing in the tourism industry. Through the collection, collation and analysis of massive tourism data, students are able to gain an in-depth understanding of tourists' behavioral patterns, consumption habits and market trends. For example, with the help of data analysis tools to analyze the travel time and destination selection tendencies of tourists from different regions, tourism enterprises can target marketing strategies, rationally

arrange tourism resources, enhance resource utilization efficiency, and then improve the quality of tourism services.

Online tourism marketing has become a key tool for tourism companies to expand their markets and increase brand awareness. Students are expected to master a variety of online marketing methods such as social media marketing, search engine optimization (SEO) and email marketing. Taking social media marketing as an example, using popular social platforms such as Jittery, Rednote, etc., to produce attractive short tourism videos and graphic guides to attract the attention of potential tourists; and optimizing the content of the official website of a tourism enterprise through SEO techniques to improve its ranking in search engines and increase website traffic. These skills can help tourism enterprises break through geographical restrictions and push tourism products to a broader market.

3. Current Situation and Problems in Core Quality Cultivation of Tourism Majors in Higher Vocational Colleges

3.1. Inadequate Curriculum

At present, the curriculum of tourism management in some higher vocational colleges and universities still focuses on the traditional tourism business without fully considering the development trend of the tourism industry and the market demand, resulting in obsolete curriculum content that cannot meet the students' demand for new knowledge and skills. Such as tour guide business, travel agency management, etc., there is a lack of systematic and forward-looking curriculum system. In terms of cultural tourism courses, it fails to fully reflect the concept of integration of culture and tourism, and lacks the curriculum for cultural tourism product development, cultural tourism project planning and other aspects. In terms of digital tourism courses, although some colleges and universities have opened courses such as tourism e-commerce, the content of the courses mainly focuses on traditional e-commerce models, and involves less in the application of big data, artificial intelligence and other emerging technologies in the field of tourism, which fails to meet the demand for talents in the digital transformation of the tourism industry. At the same time, the integration between the courses is not high and fails to form an organic whole, making it difficult to meet the requirements of the integration of culture and tourism on the comprehensive quality of students.

3.2. Single Method of Teaching

In the teaching process, some teachers still adopt the traditional didactic teaching methods, focusing on the transmission of theoretical knowledge and neglecting the cultivation of students' practical ability and innovative thinking. The practical teaching link is relatively weak, due to the limited resources for practical teaching, the practical teaching link is often a formality, unable to achieve the expected teaching effect. For example, in the practical teaching of the tour guide business course, although the students conducted a tour guide simulation, but due to the lack of real tourism scenes and tourist interaction, the practical teaching content is out of touch with the actual workplace, resulting in the students' ability to solve practical problems is insufficient, and it is difficult to effectively improve the

students' practical ability and adaptability.

3.3. Lagging Behind in Development of Teaching Staff

The context of cultural and tourism integration puts forward higher requirements for teachers' professionalism. Teachers should not only have solid professional knowledge of tourism, but also have a deep cultural heritage and rich practical experience. In terms of faculty structure, teachers of tourism management majors in some institutions are mainly young teachers and lack senior teachers with rich industry experience. Although young teachers have solid theoretical knowledge, they often lack practical experience in the teaching process, making it difficult to combine theoretical knowledge with practical application and affecting the teaching effect. In terms of practical experience, many teachers do not have the experience of working in tourism enterprises, and they do not have a deep enough understanding of the actual operation and development trend of the tourism industry to provide students with targeted guidance. Some teachers lack front-line work experience in the culture and tourism industry and do not know enough about the new trends and dynamics of the integration of culture and tourism, making it difficult to effectively cultivate students' core qualities in teaching.

3.4. Insufficient School-enterprise Cooperation

The cooperation between some institutions and tourism enterprises is not close enough, the construction of practice teaching bases is not perfect, and the number of practice teaching bases is insufficient to meet the internship needs of students. The quality of practice teaching bases varies, and the internship positions in some bases are not in line with students' majors, making it difficult for students to learn professional knowledge and skills during internships. The enthusiasm of tourism enterprises to participate in the cultivation of talents in schools is not high, and they do not invest enough in the construction of practice teaching bases, internship guidance and curriculum development, which makes it difficult to achieve the expected effect of the practice teaching link. The management and evaluation mechanism of practical teaching is not sound, and there is a lack of effective supervision and assessment of students' internship performance, which leads to students not paying enough attention to practical teaching and the effect of practical teaching is not good. Some colleges and universities are lax in reviewing students' internship reports, and students can easily copy others' internship reports, which can't truly reflect the results of students' internship.

3.5. Lack of Effective Evaluation Mechanism

The existing student evaluation system is mainly based on examination results, focusing on the assessment of students' knowledge mastery and neglecting the evaluation of students' core qualities such as practical ability, innovation ability and professionalism. The evaluation method is single and lacks diversified evaluation subjects and evaluation indexes, making it difficult to comprehensively and objectively reflect the comprehensive quality of students.

4. Construction and Implementation of Targeted Cultivation Strategies

4.1. Core Concept of Targeted Cultivation

Under the perspective of culture and tourism integration, the target cultivation of core literacy of higher vocational tourism management students should be guided by the demand for cultural and tourism integration, precisely position the cultivation target, build a scientific and reasonable cultivation system, and adopt diversified cultivation methods and means, so as to realize the comprehensive enhancement of students' core literacy.

Taking the demand of culture and tourism integration as the guide, precisely positioning the cultivation target is the key to targeted cultivation. The development of culture and tourism integration has put forward new requirements for tourism management professionals, who not only need to have solid professional knowledge and skills in tourism, but also need to have profound cultural background, innovation ability and cross-cultural communication ability. Therefore, when formulating the cultivation objectives, the development trend of culture and tourism integration and market demand should be fully considered, and the core qualities and abilities that students should have should be clearly defined. Through the research of tourism enterprises and the consultation of industry experts, we can understand the demand of tourism enterprises for talents in the context of culture and tourism integration, so as to determine the targeted cultivation objectives. According to the market demand, it is determined to cultivate students with the ability of cultural tourism product development, cultural heritage protection and utilization, tourism marketing innovation, etc., so that students can provide tourism enterprises with innovative and cultural connotation tourism products and services under the background of culture and tourism integration.

The construction of a scientific and reasonable cultivation system is an important guarantee for the realization of targeted cultivation. The cultivation system should include various aspects such as curriculum system, teaching methods, practical teaching, and teachers' team construction. In terms of the curriculum system, a modular and interdisciplinary curriculum system should be constructed to break the barriers between traditional courses and achieve organic integration of course contents. Set up cultural foundation course modules, including traditional Chinese culture, world cultural history, art appreciation and other courses, to enhance students' cultural literacy; set up tourism professional course modules covering traditional tourism professional courses such as Introduction to Tourism, Tourism Marketing, Tourism Planning and Development, to strengthen students' professional foundation; set up cultural-tourism integration featured course modules such as Cultural Tourism Creative Design, Tourism Cultural and Creative Product Development, cultural heritage tourism and other courses, highlighting the characteristics of cultural and tourism integration.

In terms of teaching methods, diversified teaching methods, such as case teaching, project teaching and contextual teaching, should be adopted to stimulate students' interest in learning and innovative thinking, and to improve their practical ability and problem-solving ability. In terms of practical teaching, the construction of practical teaching bases should be strengthened, and close cooperative relationships should be established with cultural and tourism enterprises to provide students with more practical opportunities, so that

students can improve their core qualities in practice. In terms of faculty construction, the training and introduction of faculty should be strengthened to improve the teaching level and practical ability of teachers, and to create a high-quality dual-teacher faculty.

Adopting diversified cultivation methods and means is an important way to improve the effectiveness of targeted cultivation. In addition to traditional classroom teaching and practical teaching, a variety of cultivation methods and means, such as online teaching, virtual simulation teaching and innovative entrepreneurship education, can also be adopted. Online teaching can make use of the Internet platform to provide students with rich learning resources and learning opportunities, breaking the limitations of time and space, so that students can learn anytime and anywhere. Virtual simulation teaching can make use of virtual reality, augmented reality and other technologies to create realistic tourism scenes for students, so that they can carry out practical operations in the virtual environment and improve their practical ability and resilience. Innovation and entrepreneurship education can stimulate students' innovative thinking and entrepreneurial awareness and cultivate their innovative and entrepreneurial abilities by organizing students to participate in innovation and entrepreneurship competitions and carry out innovation and entrepreneurship projects. Encourage students to participate in various cultural and tourism innovation and entrepreneurship competitions, such as "National Student Cultural Tourism Innovation and Entrepreneurship Competition", etc. Through the competitions, students can transform their innovative ideas into practical projects and exercise their innovation and teamwork abilities.

4.2. Optimization of Curriculum System Based on Core Qualities

In order to better meet the demand for higher vocational tourism management professionals in the integration of culture and tourism, the optimization of the curriculum system is crucial. The curriculum should be adjusted to increase the proportion of cultural courses, strengthen curriculum integration, and build a modular and interdisciplinary curriculum system.

In terms of curriculum adjustment, the curriculum system should be re-examined and planned according to the development needs of cultural and tourism integration. Increase the proportion of cultural courses so that students can gain a deeper understanding of the connotations and characteristics of different cultures and enhance their cultural literacy. Courses on traditional Chinese culture, history of world culture, folk culture, art appreciation, etc. are offered to enable students to broadly explore knowledge in the cultural field while learning professional knowledge in tourism. For example, in the course of "traditional Chinese culture", teachers can explain in detail the knowledge of traditional Chinese festivals, folk customs and ancient architecture, and guide students to analyze the application of these cultural elements in the development of tourism products, such as how to combine the celebration of traditional festivals with tourism routes to create tourism products with cultural characteristics. .

The integration of professional tourism courses with cultural courses should be strengthened to break down the barriers between traditional courses and achieve organic integration of course content. Cultural elements can be

integrated into tourism professional courses, such as in the "Tourism Planning and Development" course, guiding students to analyze the role of cultural resources in tourism planning, how to excavate and make use of local cultural resources to create tourism scenic spots and tourism routes with cultural characteristics; in the "Tourism Marketing" course, combined with the characteristics of cultural tourism products, students will explore how to carry out marketing and promotion of cultural tourism products and improve the market competitiveness of tourism products.

Constructing a modular and interdisciplinary curriculum system is an important initiative for the optimization of the curriculum system. The curriculum system can be divided into cultural foundation course module, tourism professional course module, culture and tourism integration characteristic course module and practice course module and so on. The cultural foundation course module aims to enhance students' cultural literacy and lay a foundation for subsequent study and practice; the tourism professional course module covers the core knowledge and skills of tourism management and cultivates students' professional ability; the cultural and tourism integration characteristic course module highlights the characteristics of cultural and tourism integration and cultivates students' innovation and practical ability in the field of cultural and tourism integration; the practice course module pays attention to the cultivation of students' practical ability and ability to solve practical problems.

In terms of interdisciplinary curriculum, the boundaries of disciplines should be broken and interdisciplinary courses should be offered, such as "Creative Design for Cultural Tourism", "Development of Cultural and Creative Products for Tourism", "Cultural Heritage Tourism" and so on. These courses can integrate the knowledge and skills of many disciplines, such as tourism management, cultural creativity, art design, marketing, etc., and cultivate students' comprehensive literacy and innovation ability. Through the study of interdisciplinary courses, students can broaden their horizons, cultivate interdisciplinary thinking ability, and better adapt to the development needs of the tourism industry in the context of cultural and tourism integration.

4.3. Innovation and Improvement of Practice Teaching System

Deepening school-enterprise cooperation and establishing a stable practice teaching base is the basis for the innovation and improvement of the practice teaching system. Higher vocational colleges and universities should actively expand the field and depth of cooperation with cultural and tourism enterprises, and establish long-term and stable cooperative relationships with famous tourist attractions, travel agencies, hotels, cultural and creative enterprises, etc., to jointly build practice teaching bases. These bases not only provide internships for students, but also participate in the formulation of talent training programs, curriculum development, teaching evaluation and other aspects of the school, so as to achieve the deep integration of schools and enterprises.

Carrying out diversified practical projects and enriching the content of practical teaching is the key to improving students' practical ability. Higher vocational colleges and universities can cooperate with cultural and tourism enterprises to carry out various kinds of practical projects, such as tourism product planning, tourism marketing, cultural and tourism activities organization. These practical projects take the actual cultural and tourism projects as the carrier, so

that students can comprehensively apply the knowledge and skills they have learnt in the process of project implementation, and improve their innovation and practical ability.

The establishment of a scientific evaluation system for practice teaching is an important means of guaranteeing the quality of practice teaching. The evaluation of practice teaching should focus on the combination of process evaluation and result evaluation to comprehensively and objectively evaluate students' practical ability and comprehensive quality. Process evaluation focuses on students' participation, teamwork ability, problem solving ability, etc. in the practice project, which is evaluated through internship logs, project reports, group evaluations, etc. Outcome evaluation focuses on the results achieved by the students in the practice project, such as the market feedback of the tourism products and the effect evaluation of the tourism activities. In the process of practice teaching evaluation, the enterprise evaluation mechanism should be introduced, and enterprise tutors should be invited to participate in the practice teaching evaluation of students, so that the evaluation results can be closer to the actual work demand. A detailed evaluation index system of practice teaching is formulated, including students' practice attitude, practice ability, practice results and other aspects. In the evaluation process, teachers and enterprise supervisors evaluate the students together, with the students' internship logs and project reports accounting for 40% of the total evaluation score, the enterprises' evaluation of the students' work performance accounting for 30%, and the students' practical results presentation and defense accounting for 30%. Through this scientific evaluation system, it can comprehensively and objectively evaluate students' practical ability and comprehensive quality, motivate students to actively participate in practical teaching and improve the quality of practical teaching.

4.4. Enhanced Strategies for Teacher Training

Improving teachers' literacy in cultural and tourism integration is the key to strengthening the construction of the teaching force. As the guide of students' growth, teachers' own quality and ability directly affect students' learning effect and career development. In the context of cultural and tourism integration, teachers should have a deep cultural heritage, solid professional knowledge of tourism and a keen awareness of cultural and tourism integration, and be able to skillfully integrate cultural elements into tourism teaching to teach students knowledge and skills with contemporary characteristics and practical value.

In order to enhance teachers' literacy in cultural and tourism integration, higher vocational colleges and universities should actively encourage teachers to participate in training and academic exchange activities related to cultural and tourism integration, provide a platform for teachers to learn and grow, encourage teachers to continuously learn and make progress, and improve their professionalism and teaching ability, so as to create a high-quality dual-teacher faculty, and to provide a strong faculty guarantee for the targeted cultivation of core literacy for the students of the higher vocational tourism management profession. By participating in the training, teachers can gain a deep understanding of the latest policies, development trends and practice cases of cultural and tourism integration, learn advanced teaching concepts and methods, and broaden

their horizons and ideas. Participating in academic seminars on cultural and tourism integration, teachers can communicate and discuss with experts and scholars from different regions and institutions, share each other's research results and practical experience, so as to continuously improve their academic level and professionalism. Teachers should also be supported to participate in the practical activities of cultural and tourism enterprises, so that they can gain a deeper understanding of the operation and management modes and practical needs of cultural and tourism enterprises and accumulate practical experience.

The introduction of industry experts is also an important measure to strengthen the construction of the teaching staff. Industry experts have rich practical experience and industry resources, which can bring students the latest industry information and practice cases, help students better understand the industry needs and improve their practical ability. Higher vocational colleges and universities can invite industry experts such as executives of cultural and tourism enterprises, senior tour guides, tourism planners and other industry experts to serve as part-time teachers and teach or hold lectures for students on a regular basis. Industry experts can combine their practical work experience to explain to students the latest development trend, market demand and vocational skills requirements of the tourism industry, so that students can understand the actual operation of the industry and improve their vocational quality and employment competitiveness.

4.5. Establishment and Optimization of Evaluation and Feedback Mechanism

Building a diversified evaluation system is the core of the evaluation and feedback mechanism. The main body of evaluation should be diversified, including teacher evaluation, student self-assessment, student mutual evaluation, enterprise evaluation and so on. Teachers' evaluation should focus on the comprehensive evaluation of students' learning process and learning outcomes, not only focusing on students' knowledge mastery, but also paying more attention to the development of students' core qualities, such as learning attitudes, innovation ability and practical ability. Students' self-assessment and mutual evaluation can cultivate students' self-reflection ability and teamwork consciousness. Through self-evaluation, students can find out their own strengths and weaknesses, and make clear the direction of their efforts; students' mutual evaluation can promote communication and learning among students, learn from each other and improve together. Enterprise evaluation can evaluate students' professionalism and practical ability from the perspective of the industry, making the evaluation results more practical and targeted. Enterprises can evaluate students according to their work performance during the internship, such as work attitude, professional skills, ability to solve practical problems, etc., and provide guidance for students' career development.

Evaluation methods should be diversified, including exams, homework, project practice, internship reports and skills competitions. Examination is one of the traditional evaluation methods, but it should focus on the reform of the examination content, increase the proportion of subjective and practical questions, and examine students' comprehensive application ability and innovative thinking. Assignments should focus on cultivating students' independent learning ability and practical ability, and assign assignments with relevance and challenge, such as literature review, research report, program

design and so on. Project practice is an important way of evaluating students' core literacy. Through students' performance in the project, they can comprehensively examine their teamwork ability, communication ability, innovation ability and practical ability. The internship report can reflect students' achievements and experiences during the internship period, and teachers can understand the effect of internship and the development of students' professionalism through the evaluation of the internship report. Skill competitions can stimulate students' interest in learning and competitive awareness, and improve their professional skills and practical ability. Students who perform well in various tourism skill competitions tend to have a strong advantage in core literacy as well.

Timely feedback of evaluation results is the key to the evaluation and feedback mechanism. Teachers should give feedback to students in a timely manner, so that students can understand their own learning situation and the level of core literacy development, and make clear their strengths and weaknesses. Feedback methods should be diversified, and can be in the form of written comments, face-to-face communication, group discussion and so on. The written comments should be specific and objective, pointing out students' strengths and weaknesses and making suggestions for improvement. In the students' project practice report, teachers can write detailed comments to analyze and evaluate the students' project results, innovations, shortcomings, etc., and put forward specific directions for improvement. Face-to-face communication can better understand students' ideas and needs, and teachers can provide in-depth guidance and answers to students' questions. In face-to-face communication with students, teachers can listen to the difficulties and problems encountered by students in the learning process, give encouragement and support, and help students build confidence. Group discussion can promote communication and learning among students, in which students can share their experiences and insights, and jointly explore ways to solve problems. In group discussions, students can discuss the evaluation results, exchange their views and experiences, learn from each other and make progress together.

5. Conclusion

Under the background of culture and tourism integration, the targeted cultivation of core literacy of higher vocational tourism majors is the key to adapt to the demand of tourism development and improve the quality of talents cultivation. This study proposes a targeted cultivation strategy with pertinence and operability, which can effectively cultivate students' professional knowledge and skills, innovation and practical ability, intercultural communication ability, service awareness and professionalism, information technology application ability and other core qualities through the optimization of the curriculum system of core qualities, the innovation and improvement of the practical teaching system, the reinforcement of the construction of teachers, and the establishment and optimization of the evaluation and feedback mechanism, and so on. In the future development, higher vocational colleges and universities should pay constant attention to the new trends and needs of the integration of culture and tourism, and continuously improve the talent training mode, so as to provide strong support for the career development of students and the progress of the industry.

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