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Research on Interdisciplinary Digital Talent Cultivation Path of Tourism Management Major Specialties

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Abstract: The history of scientific development shows that the cross-fertilization of disciplines is both the breakthrough point of knowledge innovation and the growth point of emerging disciplines, and the innovation point of the development of tourism management higher education lies in the cross-fertilization of disciplines. This paper selects tourism management majors with outstanding interdisciplinary characteristics as the research object, integrates the development elements of the new era such as Internet+, big data, new liberal arts, foreign language+, innovation and entrepreneurship into interdisciplinary research, explores the interdisciplinary digital talent cultivation path of tourism management majors in colleges and universities, and helps to promote the practical innovation of tourism higher education, with a view to solving the current problem of the top level of interdisciplinary digital talent cultivation in tourism management majors. The design lacks long-term layout and planning, the general education curriculum is less integrated with the majors, the interdisciplinary characteristics of the curriculum system are not prominent, the degree of digitization of the teaching content, methods and evaluation system is not high, the integration of interdisciplinary faculty is insufficient, the high-quality research results are lacking, and the interdisciplinary management mechanism is not sound and other real problems, so as to form the Zhejiang experience and paradigm and to be popularized and applied on a nationwide scale.

Keywords: Tourism Management Major; Interdisciplinary; Digitization; Talent Cultivation Path.

1. Introduction

The urgent demand of the society for composite innovative talents has triggered a deep-level change in higher education - from the traditional specialization and sub-specialization mode to the interdisciplinary education mode [1]. 2022 In March, the Department of Education of Zhejiang Province issued the "Implementation Plan for the Construction of New Liberal Arts in General Undergraduate Colleges and Universities in Zhejiang Province", which puts forward that it strengthens the mode of innovation and promotes the composite cultivation of new liberal arts. Talent Cultivation. It further breaks down disciplinary barriers, establishes cross-school, cross-college, and cross-disciplinary talent cultivation mechanisms, and promotes the development of "literature+ engineering", "literature+medicine", "literature+agriculture", "literature+ science", "literature+food", and "literature+food". "arts + science", "arts + literature" and other cross-fertilization, to achieve high-quality and high-level sustainable development of liberal arts education.

The innovation point of new liberal arts construction lies in the cross-fertilization between disciplines. In this paper, we study the interdisciplinary digital talent cultivation path and mode of tourism management majors in colleges and universities under the background of the new liberal arts, start from the social development needs and students' interdisciplinary thinking ability and comprehensive literacy, sort out and build the interdisciplinary digital talent cultivation mode of higher education, and promote the theoretical innovation and practical application of innovation in higher education.

2. Tourism Management Higher Education Personnel Training Status Analysis

2.1. A New Round of Scientific and Technological Revolution and Industrial Revolution Accelerated Evolution

Industry 4.0 era has quietly arrived, the global new round of scientific and technological revolution, industrial revolution accelerated evolution. Artificial intelligence, virtual reality, big data and other information technologies have become the key force driving society forward, profoundly affecting higher education and setting off a new wave of educational change.

2.2. New Technologies have Brought About Far-Reaching Impacts on the Economy and Life, and Different Fields have Accelerated Their Integration and Development

It is expected that by 2025, work will be evenly distributed among any machines, with automated machinery becoming the mainstay in data processing, administrative tasks, and the daily physical work of white- and blue-collar workers. Tourism is a labor-intensive industry, and in the face of the changes brought about by new technologies, it is urgent for tourism higher education practitioners to explore how to cultivate talent that meets the industry's needs, competently performs jobs that don't exist yet, and uses technologies that simply don't exist yet in order to solve problems we haven't even thought of yet. Tourism management class specializes in interdisciplinary characteristics, involving statistics, economics, history, culture, geography, finance, management, big data and other disciplines, the industry's demand for talent

not only to specialize but also to generalize, which requires higher education in tourism talent cultivation had to change to the interdisciplinary direction.

2.3. The Cognitive Style and Learning Habits of College Students in the New Era are Changing

The technological changes of big data, cloud computing, artificial intelligence and deep learning have brought great influence to the industry, which makes the school, enterprises and technology change in the leading order, and how to bring students closer to the industry and the distance of cutting-edge technology is a problem that needs to be studied in depth in higher education in tourism; at the same time, the new era of college students as the aboriginal people of the network, the demand for personalized learning is getting stronger and stronger, and the acquisition of knowledge is more convenient and convenient than ever before, Li Tingsong and other scholars have shown that the new era of college students' learning habits are changing. Li Tingsong and other scholars found that "fragmented learning has poor overall learning effect, difficult to retrieve network resources, low frequency of interaction with others, and poor personal subjective execution, etc.", how to guide the students to select the content suitable for them in the complex knowledge system and obtain effective learning effect undoubtedly for tourism higher education. put forward higher requirements.

2.4. Core Qualities and Abilities of Future Talents in Tourism Management Majors

In February 2019, China released China Education Modernization 2035, which insists on giving priority to the development of education and puts forward eight basic concepts of talent cultivation, paying more attention to virtue first, teaching according to ability, comprehensive development, unity of knowledge and action, facing everyone, integrated development, lifelong learning, and common construction and sharing. The trend of talent cultivation in tourism management should be more open and integrated, and the way of learning is more diversified, but also calls for the return of the original value orientation of educating people[2].Therefore, it is imperative to break the disciplinary boundaries and promote interdisciplinary, digital and composite talent cultivation.

Based on the above research status quo, this paper is based on the theory and practice of two-way construction based on teaching reform research. At the level of theoretical research, the theoretical basis of interdisciplinary education is explored, the evolution and connotation of interdisciplinary theory under the situation of higher education reform are clarified, and the interdisciplinary talent cultivation mode and path of colleges and universities are enriched to enrich the theory of higher education; at the level of practical research, the status quo and necessity of interdisciplinary talent cultivation of domestic colleges and universities specializing in tourism management are analyzed, and tourism management majors of applied undergraduate colleges and universities of Zhejiang Province are taken as the object of research. After analyzing the current situation and necessity of interdisciplinary talent cultivation in domestic colleges and universities, we take tourism management majors in applied undergraduate colleges in Zhejiang Province as the research object, collect first-hand data by comprehensively applying the methods of interviews, focus groups, questionnaire analysis, comparative analysis, etc., and draw on the excellent experience of interdisciplinary talent cultivation in foreign colleges and universities, relying on the digital technology, we sort out and construct the paths and modes for cultivating interdisciplinary talents of tourism management majors in colleges and universities and try to popularize and apply them in similar institutions, so as to promote the theoretical and practical innovation of higher education.

3. Tourism Management Major Interdisciplinary Digital Talent Cultivation Problems Exist

The author has long been committed to the research of interdisciplinary curriculum integration and talent training in higher education, and based on the data of the preliminary research study, it is found that there are the following problems in the interdisciplinary digital talent training of tourism management majors:

3.1. The Interdisciplinary Attributes of Talent Cultivation for Tourism Management Majors Fail to be Highlighted, and There is a Lack of Strategic Layout

As an emerging specialty, tourism management majors have distinctive interdisciplinary characteristics, but the development of disciplines and specialties is in the initial stage of the life cycle, and there is a lack of strategic and long-term layout and planning for the cultivation of higher education talents in tourism, and the interdisciplinary attributes have not been highlighted. Most of the tourism management professional training programs, curriculum system settings, although also set up individual interdisciplinary courses, but is limited to business administration, or only the name of the course reflects the interdisciplinary attributes, the actual teaching because of the lack of teachers, professional teachers across the border and other reasons, the design of the teaching content, teaching effect, etc. is not satisfactory.

3.2. The Curriculum of General Education for Tourism Management is too Broad, and the Integration with Specialties is Low

The talent training and curriculum system of traditional colleges and universities emphasize the vertical convergence of subject knowledge and neglect the horizontal intersection and integration of multidisciplinary knowledge. New liberal arts and new business general education courses are less involved, and the proportion of credits set for general education courses is higher, giving less space to specialized courses.

3.3. The Degree of Digitization of Disciplines and Majors Needs to be Improved, and the Effectiveness of Various Experiments, Practical Training Programs and Bases is Low

From the research data, most of the institutions and majors will be big data, Internet technology into the professional curriculum, but also spend money on the construction of experiments, training rooms, virtual simulation bases, experimental teaching demonstration centers, etc., but the

actual teaching, all kinds of experimental equipment, venues, and the teaching interface is not close to the teaching of the teaching content, methodology, and means of teaching can not be updated in a timely manner, a better match with the hardware facilities; and, secondly, the experiments, training sites, all kinds of virtual simulation projects to invest funds. Secondly, the experimental, practical training venues, various types of virtual simulation project investment funds, the overall frequency of use is not high, some projects heavy project light construction, failed to really land, input and output effectiveness is low [2].

3.4. Traditional Teaching Methods, Old-Fashioned Evaluation Methods and Unsystematic Teaching of Tourism Management Majors

In recent years, classroom teaching in colleges and universities has begun to introduce modern educational technology, and various kinds of teaching software and platforms also serve as a strong support for modern teaching. However, from the institutional level, the coverage of modernized teaching technology, means and methods adopted by professional teachers is still insufficient, the articulation and integration of teaching methods and technology are insufficient, and the interaction between teachers and students is relatively single and at a lower level. Teaching evaluation also does not reflect the process management, supervision, feedback in a formal manner, failed to form a scientific, pluralistic evaluation system.

3.5. The Urgent Need to Build a Number of Interdisciplinary Background of the Teaching Staff

According to the research, most of the universities and colleges of tourism management faculty or independent combat, part of the interdisciplinary course teaching, management problems, interdisciplinary background faculty integration is not high, the form of cooperation is relatively closed and single, the lack of interdisciplinary high-end talents, the quality of research results is not high, innovation is not enough, the lack of international influence and recognition [3].

3.6. The Interdisciplinary Management Mechanism of Tourism Management Colleges and Universities has not Yet been Sound, and the Linkage between Government, Enterprises, Academia and Research is Insufficient

At present, most of the tourism management colleges and universities only set up part of the interdisciplinary courses, course attribution, teaching management, teachers are relatively chaotic, without scientific integrated planning[4]. Although some tourism management institutions have set up interdisciplinary management institutions, centers, but the relevant responsibilities, management mechanisms, incentive systems, etc. are not yet clear, the lack of scientific and effective digital platform to break the boundaries of classroom teaching, discipline cross-barriers, resource sharing, integration, utilization. Colleges and universities do not link up enough with the government and enterprises, failing to form synergies and give full play to their respective advantages in talent training, faculty building, project cooperation, talent training, platforms, and financial support.

4. Interdisciplinary Digital Talent Cultivation Path for Tourism Management Majors

Combining the idea of new liberal arts major construction and OBE talent cultivation concept, relying on big data, cloud computing and other digital technologies and methods, focusing on "tourism +" and "+ tourism", combining with the needs of the industry, carrying out general education and large-scale cultivation, interdisciplinary training, diversified professional education and practice base of industry-academia practice, integration of industry and education, co-cultivation of talents, cultivate students' professional competitiveness and innovation ability of cross-discipline integration, cultivate interdisciplinary digital tourism management professionals who can adapt to the future development of the society and the industry, and construct interdisciplinary digital talent cultivation paths and modes in terms of the curriculum system, practical teaching, faculty, assessment and evaluation, and operation mechanism, to build a more China, more modern, more integrated, more open interdisciplinary composite tourism management talent cultivation system with Zhejiang characteristics, and explore the new paradigm of interdisciplinary tourism talent cultivation research.

4.1. Upgrade the General Education in the New Era, and Create Gold Courses Across Disciplines

The general education courses of tourism management should cultivate humanistic heritage, foster national sentiment, promote scientific spirit and foster integration and innovation. The general education curriculum sets courses on human civilization and social evolution, Chinese culture (literature, history, philosophy, and art), scientific progress and technological revolution, which can be adopted by the whole university. Especially for the new liberal arts and business majors, interdisciplinary courses such as Chinese studies, critical thinking, leadership, philosophy of life, carbon neutrality, ecology and environment, and sustainability can be offered. Create a warm and influential core curriculum of general education and share the resources of the gold courses of famous universities and teachers.

4.2. Based on "Tourism+", build an Open, Diversified and Interdisciplinary Professional Curriculum System

Based on the OBE talent cultivation concept, the talent cultivation program is set around the core qualities and abilities of future talents of tourism management majors, so as to narrow the distance between students and the industry as well as the cutting-edge technology. Multi-college and multi-disciplinary cooperation to jointly create interdisciplinary basic courses with a high starting point, high standard and high quality, which can be offered in management, economics, sociology, etc.; set up interdisciplinary professional courses and application fields around "Tourism+" and "+Tourism". Professional courses, set up diversified development module courses, which can include professional advancement path and interdisciplinary development path, mainly covering

tourism management, finance, geography, environment, ecology, accounting, statistics, economics, history, aesthetics, digitalization, culture, big data courses, strict implementation of the teaching plan, to achieve the full coverage of students' interdisciplinary courses, and to include the credits of interdisciplinary module courses into the conditions for graduation. Joint cultivation across first-level disciplines and faculties, open sharing of practice teaching resources and platforms, strengthening the relevance of related majors, and improving students' ability to think and create across disciplines.

4.3. Breaking down Disciplinary Barriers and Promoting Digital Upgrading of Disciplines and Specialties

Construct a public platform for discipline intersection: break down the barriers between computer science and technology, mathematics, statistics and tourism management disciplines, and realize the in-depth integration and empowering transformation of data science, artificial intelligence and tourism management majors; construct a platform for strategic cooperation among universities, government, research and enterprises, and cross-faculty cooperation on micro-master projects, promote the effective implementation of minor majors, double-degree system, disciplinary competitions, students' scientific research and innovation and entrepreneurship projects, and deepen the Excellence-Betterment 2.0.2.0. (c) Deepen the cross-cultivation of outstanding and top-notch 2.0 talents; build smart academies across majors, establish interdisciplinary learning communities, create interdisciplinary innovation incubation bases, build practical teaching bases across disciplines, build interdisciplinary innovation classes, and strengthen the implementation of interdisciplinary research projects, etc., so as to combine the points, lines, and surfaces to cultivate interdisciplinary composite talents in a multi-dimensional way.

4.4. Breaking Classroom Boundaries - Deep Integration of Big Data Technology

Build an intelligent data platform for students, teachers and teaching administrators to realize personalized learning, standardized teaching and unified scientific management. At the student level, expand the time and space of classroom teaching and learning, and establish an interactive, shared and open learning environment. Academic analysis, learning situation analysis, independent learning situation analysis and students' learning ability analysis, etc., to form students' personal learning report, according to students' personal diagnostic data, recommending personalized learning resources, learning content and learning paths, etc., to achieve tailored teaching; Teacher level, the teaching method, teaching content, academic evaluation comprehensive upgrading, to improve the quality of teaching and learning services. Comprehensively collect and sort out system data, land deep learning data standards, establish a deep learning service system, and realize teaching data standardization and sharing; at the level of teaching management personnel, reform the paradigm of teaching management, and promote the teaching process of dynamic testing and scientific decision-making, including comprehensive data services, teaching quality testing and analysis, analysis of general education course teaching, analysis of teaching evaluation, analysis of professional training programs, and analysis of teaching resources. (iv) To promote the development of the teaching and learning process.

4.5. Create a Diversified Interdisciplinary Talent Training Evaluation Mechanism

Artificial intelligence and big data technology are used to detect the teaching process, analyze the learning situation and evaluate the teaching quality, and promote the tourism management professional education in terms of means, methods and student assessment standards and other aspects of iterative innovation. The course evaluation system realizes whole-process quality management, and sets evaluation indexes for general education, interdisciplinary basic courses, core courses, and practical teaching courses respectively.

We have implemented a trinity of multiple evaluation mechanisms for students, peers and supervisors. At the student level, it includes students' academic evaluation and teaching satisfaction evaluation. Based on Internet+, combining online open courses, blended teaching reform projects, modern educational technology, flipped courses and other teaching means and methods, carry out online and offline comprehensive evaluation from the three dimensions of the degree of student participation, the effect of teamwork, and the improvement of the individual knowledge structure, which can be carried out through a customized version of the questionnaire on cell phones, which is regularly and automatically sent to students who have chosen the courses in each teaching month, and produce a Course Evaluation Report, which will be fed back to the teaching team. Implement perfect teaching, improve course design, and truly realize the whole process of quality management to continuously improve the quality of the course; at the peer level, conduct fair and reasonable evaluation from the aspects of participation in the cultivation of students' interdisciplinary competence, participation in interdisciplinary counseling and guidance, the quality of interdisciplinary research conducted by teachers, and the interdisciplinary research results achieved, etc., and at the same time, stimulate the enthusiasm of teachers to engage in interdisciplinary research and teaching; at the supervisory level, consider the supervisory level, considering the special characteristics of interdisciplinary teaching and research, formulate clear and definite assessment standards and evaluation mechanisms in terms of evaluation methods, attribution of results, timeliness, and teachers' career development, etc., so as to realize the innovation of the evaluation system, mechanism, and method.

4.6. Breaking Campus and Cultural Boundaries - Strengthening Government-Enterprise-Academia-Research Linkage and Enhancing Students' International Competitiveness

The government and enterprises are deeply involved in teaching and learning, and the university and enterprises build a collaborative education base. Based on the perspective of collaborative innovation between industry, academia and research, cross-border integration of subject clusters with various industries and government-related departments, school-university collaboration, school-enterprise collaboration, school-local collaboration, resource sharing, construction of cross-disciplinary and cross-specialty teaching case library, industry tutor library, and on- and off-campus practice teaching bases; relying on and integrating the

school's existing resources for overseas programs, enhancing the width and breadth of various international cooperation programs, and carrying out various types of students' visits to schools and cultural exchanges, "International Course Week" and other projects, further promote the implementation of the excellent talent training program, and expand the opening of education to the outside world.

5. Conclusion

Interdisciplinary attributes of tourism management is prominent, with economics, statistics, financial management, geography, history, marketing, culture and other subject areas are inseparable, the Internet era, big data application technology and endowed with a unique charm, interdisciplinary digital talent training has become a breakthrough point in tourism management disciplines, professional development and talent training, research on tourism higher education interdisciplinary digital talent cultivation Path has a strong practical significance, can effectively solve the current practical problems of talent training.

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