

# Research on the Innovation and Application of Cultural and Tourism E-commerce Course Module based on the Integration of Posts and Courses

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## Abstract

The development and upgrading of the cultural and tourism e-commerce industry have put forward new requirements for the cultivation of e-commerce talents in vocational colleges. The integration of job courses is an inherent requirement for vocational colleges to cultivate high skilled and high-quality talents. Select 20 top 100 e-commerce enterprises in Sichuan, sort out their common requirements for knowledge, quality, and skills of e-commerce talents, and analyze the individual needs of the cultural and tourism e-commerce industry for talents. At the same time, based on the analysis of talent training programs for e-commerce majors in 9 cultural and tourism vocational colleges, it shows that their course content lacks systematicity, matching degree and support degree, and the integration of job and course needs to be strengthened. Therefore, it is proposed to improve from three aspects: course system, course content, and course design, in order to achieve integration of job and course.

## Keywords

Integration of Job Courses; Cultural and Tourism E-commerce; Course Modularization.

## 1. Introduction

During the 14th Five Year Plan period, the Party Central Committee continued to emphasize the importance of developing e-commerce and promoting high-quality development of e-commerce. The cultural and tourism industries have broken traditional business models and integrated with e-commerce. The marriage between the two has stimulated new employment opportunities and increased the demand for versatile talents. However, there are contradictions between it and the training mode of e-commerce talents in vocational colleges, such as the mismatch between course module settings and job demands in cultural tourism e-commerce related industries. Therefore, it is necessary to study how to construct e-commerce course modules, achieve the integration of "on-the-job courses" in e-commerce majors of cultural and tourism vocational colleges, and cultivate high-quality skilled talents.

## 2. Literature Review

### 2.1. A Review of Relevant Theories on Vocational Education Curriculum Theory

Vocational education refers to the implementation of vocational knowledge, skills, and professional ethics education necessary for learners to engage in a certain profession or production labor. It is a type of education. With the continuous development of the economy and society and the promotion of the intelligent era, vocational education refers to the education of applied talents directly engaged in product production or service provision (Xu, 2022)[1]. From the review of relevant foreign literature and works, it can be seen that vocational education curriculum theory mainly includes apprenticeship, Russian system, MES

curriculum theory (Mouldules of Employment Skill, Employment Skills Module Combination Curriculum), CBE curriculum theory, learning field curriculum theory, and work oriented learning theory. Based on the actual situation in our country, Xu Guoqing has developed a project-based curriculum theory. At the same time, based on the theoretical framework of German learning courses, China has developed an integrated course combining engineering and learning.

## 2.2. A Review of Theoretical, Model, and Practical Research on the Integration of Job Courses

There is currently a wealth of research on the integration of job courses. A job is a job position, which is the direction for students to learn skills; Lesson is the curriculum system, which is the foundation for students to learn skills (Zeng, 2022)[2]. The integration of job and curriculum requires that the school curriculum is determined by the job and moves according to the job. Vocational education serves the development of regional economy, which requires vocational education to be based on specific and real work scenarios, analyze typical work tasks, and enhance the adaptability of vocational education. The essence of integration is to extract the common characteristics and organic connections between job and course. Therefore, in order to better achieve the integration of job courses, it is necessary to further clarify the theoretical support and practical foundation for the integration of job courses.

The integration of job and education is supported by the learning theories of behaviorism and constructivism, and is the basic model of vocational education curriculum construction. Its theoretical logic starts from the "job" standards of the industry, and focuses on the integration of industry and education (Cao et al., 2022) [3]. It focuses on extracting educational and resource elements from the industry and applying them to research on talent cultivation and curriculum reform in schools (Zhang et al., 2021) [4], Therefore, school teaching should attach importance to the demand orientation of the industry, in order to improve the talent model of the education sector and provide high-quality skilled talents.

The integration model of job courses mainly includes three aspects: first, based on the job, clarifying the course positioning; Reconstruct course content with courses as the core; Secondly, guided by typical job tasks, extracting elements of education, positioning the curriculum structure, and determining the corresponding job group for the curriculum (Qin et al., 2022) [5]; The third is the "five job style" productive teaching, which focuses on job recognition, job placement, trial placement, job rotation, and on-the-job teaching around job abilities and professional courses (Yang et al., 2018)[6].

Many schools have practiced the integration of "on-the-job courses" and achieved certain results. For example, the Road and Bridge major of Zhejiang Vocational and Technical College of Transportation has constructed a modular curriculum system through the integration of "job courses". It has collaborated with leading transportation construction enterprises and enterprises stationed on campus to jointly build an education platform, implemented the "three integration" project of science, industry and education, and constructed a modular system that integrates general courses, job courses, and integrated courses. For example, Shenzhen Institute of Information Technology and Beijing Huada Jiutian Technology Co., Ltd. jointly built an integrated circuit design practice base, cooperated with schools and enterprises to build first-class project-based course resources, and implemented modular teaching of corresponding job skills[7].Jiangsu Xuzhou Economic and Trade Vocational School and enterprises jointly build a modular and progressive curriculum system, carry out segmented and layered teaching, implement advanced training and personalized learning, and integrate courses and work processes[8].

### 2.3. Shortcomings and Problems in the Talent Cultivation Model

The cultural and tourism industry, as a service industry, is one of the important strategic pillar industries for national development. The industry has a strong demand for talents and high quality requirements. Enterprises focus on the education level of cultural, tourism, and e-commerce talents at the college level or above. Vocational colleges must undertake the responsibility of cultivating talents (Zhao, 2021)[9]. However, there are still many problems in talent cultivation at present. One is the unreasonable course design. At present, the courses offered by cultural and tourism vocational colleges are mainly focused on basic and general courses, lacking consideration for the special needs of the cultural and tourism industry for e-commerce talents, which to some extent leads to a mismatch between enterprise demand and school talent supply. Secondly, there is no scientifically reasonable talent training program established. The problem of skill mismatch in the human resources market is prominent, making it difficult to provide sufficient high skilled talents for new scenarios and models in the cultural and tourism e-commerce industry. Thirdly, the development trend of digital cultural tourism has not been well grasped, and there is a lack of task decomposition for typical job positions.

In summary, the academic community has conducted extensive research on the integration of job courses, but there are still some issues. Firstly, the uniqueness of the cultural and tourism e-commerce industry has been overlooked, and there has been a lack of exploration on how to achieve the integration of job courses in the training of higher vocational cultural and tourism e-commerce talents; Secondly, there is a lack of in-depth comparative analysis of e-commerce talent training programs; Thirdly, there is relatively little research on the modular construction of courses in the integration of job courses.

## 3. Analysis of the Current Demand for E-commerce Talents

### 3.1. Sample Selection

Based on the research objectives and the availability and scientificity of sample data, the main object of the study is the e-commerce major in cultural and tourism vocational colleges, with a focus on schools with tourism, culture and other words in their names. The selected schools are Zhejiang Tourism Vocational College, Nanjing Tourism Vocational College, Heilongjiang Tourism Vocational and Technical College, Zhejiang Zhoushan New Area Health and Tourism Vocational College, Shandong Tourism Vocational College, and Shandong Tourism Vocational College Changsha Vocational College of Commerce and Tourism, Yunnan Vocational College of Culture and Tourism, Guizhou Vocational College of Culture and Tourism, and Nanchong Vocational College of Culture and Tourism will compare and analyze the e-commerce talent training programs of 9 vocational colleges, and explore the problems in the integration of job courses.

### 3.2. Market Talent Demand Analysis

In order to better serve the development of regional cultural, tourism, and e-commerce economy, the article selected the "Top 100 E-commerce Enterprises in Sichuan for 2021-2022" released by the Sichuan Department of Commerce, Twenty e-commerce companies in China were selected as research samples (excluding companies that require a bachelor's degree or above in recruitment). Through the recruitment brochures related to e-commerce positions published on their official websites and job search websites, typical positions in the e-commerce industry were summarized, and the requirements of common job tasks in the e-commerce industry for talents in terms of knowledge, quality, and ability were sorted out. The special talent needs of the cultural and tourism e-commerce industry were analyzed.

Research has found that typical e-commerce job positions recruited for vocational colleges include e-commerce customer service, e-commerce sales, e-commerce operations, e-commerce livestreaming, short video shooting and production, new media operations, and cross-border e-commerce operations.

The rapid development of the e-commerce industry has put forward new requirements for talents, and positions require certain knowledge and qualities, such as familiarity with the basic theoretical knowledge and workflow of relevant positions. At the same time, talents are required to have innovative awareness, stress resistance, negotiation ability, and higher technical requirements. In the recruitment brochure, companies have repeatedly mentioned having relevant work experience, which should be an important direction for vocational colleges to cultivate in the future. That is, how to combine the school's curriculum education with actual work scenarios, so that teaching can also be integrated with the production process. This is an important breakthrough point in integrating job and course education.

In addition to the common talent needs mentioned above, the cultural tourism e-commerce industry has also put forward its own requirements for talents. Firstly, the cultural and tourism industry requires students to be familiar with online tourism products, as well as how to operate and maintain them on major OTA platforms (such as Ctrip and Fliggy), familiar with the operation rules and promotion strategies of tourism e-commerce platforms, and able to plan tourism routes; Secondly, it is possible to conduct online tourism operations and be familiar with the operating procedures of travel agencies; Thirdly, be familiar with tourism website management and online network marketing; The fourth is to have the ability to operate tourism e-commerce, conduct online marketing, proficiently operate office software, conduct tourism market research, package and design tourism products, and acquire, publish, and manage tourism information resources; The fifth is to have basic knowledge of tourism industry and information overview, tourism e-commerce and online marketing, application of tourism information technology, tourism customer management, tourism product design, and so on.

#### **4. Current Situation and Problems of the Integration of Cultural, Tourism, and E-commerce Business Training Courses**

After comparing and analyzing the e-commerce talent training programs of 9 cultural and tourism vocational colleges, the article found that there are certain problems in the systematic, matching, and supportive aspects of course content.

##### **4.1. The Course Content Lacks a Certain Degree of Systematicity**

The talent training programs in vocational colleges are based on the overall program design and curriculum system construction of quality, knowledge, and ability goals. The curriculum design is basically set according to general education courses, professional courses, and comprehensive practical courses, and its structure is basically reasonable. However, the course content is not systematic enough, such as online store operation and promotion, live streaming e-commerce and new media operation, and there is repetition between these courses. At the same time, when formulating talent cultivation plans, there was no clear conceptual framework, insufficient consideration was given to the integration of job courses, analysis of typical job positions, and a lack of consideration for the actual development of regional cultural tourism e-commerce. Shandong Tourism Vocational College analyzed the characteristics of the tourism e-commerce industry and Nanjing Tourism Vocational College investigated market demand, thus setting up a relatively complete curriculum system, which is worth learning from. Overall, the current curriculum content construction in cultural and tourism vocational colleges lacks systematicity, and there is a lack of connection between courses. The curriculum has not been built within the framework of systematic integration of industry and education, resulting in

scattered curriculum content, weak acceptance, and difficulty in truly achieving integration of job and course.

#### **4.2. The Matching Degree of Course Content is Relatively Low**

The cultural tourism e-commerce major should explore the characteristics of the regional cultural tourism e-commerce industry, rely on the characteristics of the regional cultural tourism industry and products, and develop corresponding courses. In the sample schools studied, two-thirds of the schools did not integrate their e-commerce majors well with cultural and tourism characteristics, resulting in a low degree of matching with the demand for cultural and tourism e-commerce talents. The approach of the School of Health and Tourism in Zhoushan New Area, Zhejiang is worth learning from. It relies on the advantages of local seafood products and industry characteristics, extracts typical work tasks, and conducts targeted talent cultivation. Its course content matches the job requirements well. However, the courses of most universities are based on a relatively macro structure, without specifically addressing the regional cultural and tourism industries. The degree of integration between courses and positions is low, and the degree of matching between course content and current industry needs is low, which fails to fully meet industry needs.

#### **4.3. Insufficient Support for Course Content**

The cultural and tourism e-commerce industry has its own job requirements, but most vocational colleges consider the common needs of e-commerce talents when formulating talent training plans, and then extract talent training goals and typical job positions and tasks. It ignores the individual characteristics of the cultural and tourism e-commerce industry, and the course modules and practical training modules are not well integrated into the real work scenarios of the cultural and tourism e-commerce industry, indicating that the course content lacks support. From the talent training program, it can be seen that the existing curriculum system cannot support new scenarios, consumption, and models of cultural and tourism e-commerce. The curriculum development to some extent lacks analysis of local culture, tourism e-commerce industry, and job characteristics, which cannot effectively support the development of the local cultural and tourism e-commerce industry.

### **5. Suggestions**

#### **5.1. Optimize the Curriculum System and Achieve the Integration of "on-the-job Courses"**

"Courses" are the core of talent cultivation and the key to achieving the integration of job courses. Therefore, the curriculum system can be optimized from three aspects. One is to take action as a guide and modify the talent cultivation plan based on the logic of "determining the corresponding job group for the course - researching typical job positions in the research area - enterprise typical job tasks - job tasks - vocational skills - typical job tasks - course teaching", optimize the practical teaching mechanism, and construct a modular e-commerce course from the core skills. The second is to use typical positions in the cultural tourism e-commerce industry as a starting point, decompose typical work tasks, and gradually transform the teaching process into a production process; Thirdly, the curriculum follows modular construction, such as being divided into basic literacy modules, professional literacy modules, professional expansion modules, and comprehensive practical training modules. In the process of cultivating commonality, tourism e-commerce related professional courses and practical training courses are added to ensure systematic course content.

## 5.2. Improve Course Content and Enhance Job Matching

Firstly, when formulating talent cultivation plans, schools should conduct research on the latest development trends in the industry, investigate the employment needs of enterprises, deeply analyze the job characteristics of cultural tourism e-commerce enterprises, and offer courses based on the work process. Course content must be job oriented. Secondly, schools should update the content of textbooks in real time, update case studies in a timely manner, and use the latest industry cases and practical models for teaching as much as possible. Thirdly, based on the characteristics of local tourism and cultural resources, optimize course content and improve teaching design. For example, Zhejiang Zhoushan New Area Health and Tourism Vocational College develops courses and formulates talent training plans based on its own advantages in seafood, while Shandong Tourism Vocational College and Nanjing Tourism Vocational College optimize their course system based on the characteristics of the local cultural tourism industry.

## 5.3. Optimize the Curriculum Design Methodology System and Enhance Content Support

Vocational colleges in the field of culture and tourism should optimize the curriculum carrier when designing courses. One is to construct modular courses based on core job skills, using typical work processes as carriers. The second is that content design should be based on the real work scenario of the enterprise, conduct actual research, and based on the research results, carry out course restructuring, deeply promote the integration of industry and education, develop teaching content and practical training projects tailored to job requirements, and improve the matching degree between courses and job requirements. Thirdly, schools should actively seek to jointly develop courses with enterprises, establish relevant training platforms and projects, enhance the consistency between course content and market talent demand, achieve integration of job and course, and cultivate high-quality skilled talents for the cultural tourism e-commerce industry.

## 6. Conclusion

The integration of job courses is an inherent requirement for the reform of curriculum content in vocational colleges. Faced with the complex demand of industry enterprises for talents, vocational colleges should conduct in-depth research on regional economic characteristics, analyze typical work tasks based on relevant positions, and set dynamic modular courses to grasp the latest trends in the industry in real time, update course modules and content in a timely manner, incorporate them into the real work scenarios of enterprises, and improve the adaptability of talents and positions.

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