

Innovative Research on the Value-Embedded Education Model of Higher Vocational Tourism Professional Groups Guided by Green Tourism

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Abstract: *Against the backdrop of the green transformation of the cultural and tourism industry, sustainable tourism requires talents to achieve coordinated development of professional competence, ecological literacy and professional values. Nevertheless, higher vocational tourism education is currently confronted with challenges such as vague objectives for green talent cultivation, superficial integration of values, and inadequate practical evaluation. Guided by the concept of green tourism and rooted in the fundamental task of fostering virtue through education, this paper defines the value-embedded education model and constructs a four-in-one framework integrating objectives, curricula, practice and evaluation. It systematically explores the implementation paths and guarantee mechanisms of this model. This research aims to advance the in-depth integration of green ecological values and professional education, align talent training with the development needs of new productive forces in the tourism industry, and provide a practical paradigm for cultivating interdisciplinary tourism talents with awareness of sustainable development.*

Key words: *Green Tourism; Higher Vocational Tourism Professional Groups; Value Embedding; Education Model*

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I. INTRODUCTION

1.1 Research Background

The implementation of the "dual carbon" goals and the high-quality development strategy of the cultural and tourism industry have accelerated the sector's transformation toward green, low-carbon, and sustainable development. Emerging new business models, such as green scenic area operations, eco-study tours, low-carbon hotel management, rural eco-tourism, and civilized tourism guidance, are continuously emerging. Consequently, industry hiring standards are no longer limited to traditional tourism service skills; instead, they increasingly value practitioners' ecological protection awareness, green operational mindset, and professional competencies in sustainable development.

The tourism professional group serves as the core vehicle for higher vocational colleges to connect with the cultural and tourism industry chain and cultivate frontline technical and skilled talents. For a long time, talent cultivation in most colleges has heavily focused on practical training such as service processes and reception skills, exhibiting a tendency to "emphasize skills over literacy, and prioritize business operations over ecological awareness." The concept of green development is mostly sporadically interspersed in classroom teaching and has not yet been systematically embedded throughout the entire talent cultivation process. This has led to a disconnect between value guidance and professional education (often described as a "two separate skins" phenomenon), making it difficult for the talent supply to meet the transformation needs of the green tourism industry.

Under these circumstances, exploring and constructing a value-embedded education model guided by green tourism, and promoting the comprehensive integration of ecological, professional, and social values into the education chain, has become a crucial issue in the reform of higher vocational tourism education.

1.2 Research Significance

1.2.1 Theoretical Significance

This study enriches the theoretical framework of talent cultivation models for tourism professional groups in vocational education. It clarifies the intrinsic logic between the green tourism concept and value-embedded education, and defines the dimensions, carriers, and operational logic of value embedding. Furthermore, it broadens the research perspectives on ecological civilization education and ideological and political education in cultural and tourism vocational education, providing theoretical support for similar majors to conduct value-guided talent cultivation.

1.2. 2 Practical Significance

Addressing the fragmentation of green education in tourism professional groups, this study develops a systematic, actionable, and replicable education scheme. It promotes the reconstruction of talent cultivation plans, the optimization of curriculum systems, and the establishment of green practice platforms in colleges. Ultimately, it achieves an effective alignment among the education chain, talent chain, and the green cultural and tourism industry chain, continuously supplying frontline tourism talents who are technically proficient, ecologically conscious, and socially responsible, thereby contributing to the green and sustainable development of regional cultural and tourism industries.

1.3 Research Methods

1.3.1 Literature Review: Systematically reviewing literature on green tourism, sustainable tourism, higher vocational professional group construction, value embedding, ideological and political education, and industry-education integration to solidify the theoretical foundation of the research.

1.3.2 Survey Research: Conducting surveys among higher vocational tourism teachers, HR managers in cultural and tourism enterprises, and current tourism students to grasp the current implementation status of green education and industry talent demands.

1.3.3 Logical Analysis: Summarizing the shortcomings of existing education models, constructing a "four-in-one" value-embedded education framework, and designing comprehensive implementation paths and safeguard systems.

II. DEFINITION OF CORE CONCEPTS AND THEORETICAL BASIS

2.1 Definition of Core Concepts

2.1.1 Green Tourism

Centered on the philosophy of sustainable development and adhering to the principle of ecological priority, green tourism controls resource consumption and minimizes environmental impacts throughout the entire process of tourism resource development, operation management, reception services, and tourist guidance. By balancing economic, ecological, and social benefits, it advocates for low-carbon operations, civilized travel, and resource conservation, representing a tourism development model that achieves harmonious coexistence between humanity and nature.

2.1.2 Higher Vocational Tourism Professional Group

This is a professional community centered around the Tourism Management major, integrating related majors such as Hotel Management and Digital Operations, Tour Guiding, Study Tour Management and Services, Event Planning, and Rural Tourism, which are clustered around cultural and tourism job sectors. Relying on the industry chain, the professional group achieves resource sharing, curriculum integration, and joint practical training construction. It is characterized by cross-disciplinary integration, high adaptability to job requirements, and close industry-education linkage.

2.1.3 Value-Embedded Education Model

Distinct from simple knowledge supplementation and indoctrination-style ideological education, the value-embedded education model systematically integrates core value elements—such as green ecology, sustainable development, and social responsibility—into every aspect of talent cultivation, including educational goals, curriculum teaching, practical training, and assessment evaluation. This integrated education paradigm promotes the simultaneous advancement of knowledge impartation, skills training, and value shaping, encouraging students to internalize green concepts and externalize green professional behaviors.

2.2 Theoretical Basis

2.2.1 Sustainable Development Theory

Sustainable development theory requires that progress must not be achieved at the expense of the ecological environment. It provides the underlying logic for green tourism development and clearly dictates that tourism talent cultivation must establish long-term ecological thinking, avoiding the one-sided pursuit of economic benefits in tourism.

2.2.2 Moral Education and Talent Cultivation Theory

Moral education and talent cultivation serve as the fundamental task of vocational education. This theory requires education not only to impart professional skills but also to shape correct values. It provides the fundamental guiding principle for this study to promote the integration of green values into professional education and achieve comprehensive, all-around education.

2.2.3 Industry-Education Integration Theory

Industry-education integration emphasizes school-enterprise collaboration and the alignment of supply and demand. It guides the education model to proactively align with the job standards of green cultural and tourism enterprises and complete value cultivation based on real industry scenarios, thereby resolving the disconnect between campus education and industry realities.

III. CURRENT STATUS AND PROMINENT ISSUES OF TALENT CULTIVATION IN HIGHER VOCATIONAL TOURISM PROFESSIONAL GROUPS GUIDED BY GREEN TOURISM

3.1 Overview of Current Talent Cultivation Status

In recent years, many higher vocational colleges have begun to focus on ecological civilization education within their tourism programs. They have explored this area by organizing special lectures, hosting civilized tourism volunteer activities, and integrating eco-tourism knowledge into specific courses. Some colleges have also partnered with eco-scenic areas and green hotels to jointly build internship bases, attempting to incorporate green service requirements into internship management. However, overall, green education remains at a stage of spontaneous, fragmented, and superficial integration. A systematic and normalized operational mechanism has not yet been established, and value embedding lacks top-level design.

3.2 Prominent Existing Issues

3.2.1 Lack of Top-Level Design for Green Values in Talent Cultivation Goals

Current talent cultivation plans for professional groups mostly focus on vocational abilities such as tourism reception and operation management. They fail to explicitly incorporate ecological literacy, green service capabilities, and sustainable development awareness into core training specifications. This ambiguous positioning of green education results in a lack of unified guidance for subsequent curriculum and practical training sessions.

3.2.2 Fragmented Curriculum System and Insufficient Depth of Value Embedding

Green-related content is mostly interspersed in classrooms as supplementary knowledge points, without forming a hierarchical and progressive modular curriculum system. Professional course teachers generally lack the awareness to proactively explore green elements. The integration of ecological values and professional content in teaching is often rigid, making it difficult to guide students in establishing a systematic green tourism mindset.

3.2.3 Insufficient Supply of Green Practical Education Carriers

Most on-campus practical training facilities are built according to traditional tourism service standards, lacking green training scenarios such as low-carbon hotel operations, eco-scenic area management, and tourism carbon footprint calculation. Off-campus internship bases are rarely selected based on green cultural and tourism enterprise standards, making it difficult for students to systematically participate in green operation practices in real-world positions. Furthermore, educational activities such as volunteer services and social practices lack continuity.

3.2.4 Need to Enhance the Comprehensive Green Tourism Literacy of the Teaching Faculty

Most tourism teachers excel in traditional tourism management theory and service teaching, but lack systematic knowledge related to green tourism, low-carbon operations, and ecological protection. They also lack frontline working experience in green cultural and tourism enterprises, making it difficult to deliver high-quality value-embedded classroom teaching and practical guidance.

3.2.5 Assessment and Evaluation Systems Neglect the Value Literacy Dimension

Current assessments focus heavily on theoretical exams and skills operation tests, with evaluation indicators centered on professional knowledge and operational norms. There is a lack of observation indicators at the value level, such as students' green service behaviors, ecological protection awareness, and sustainable professional concepts, making it difficult to effectively motivate students to proactively practice green concepts.

IV. CONSTRUCTION OF THE “FOUR-IN-ONE” VALUE-EMBEDDED EDUCATION MODEL FOR TOURISM PROFESSIONAL GROUPS GUIDED BY GREEN TOURISM

4.1 Basic Principles of Model Construction

Value Guidance Principle: Adhere to integrating green ecological values throughout the entire talent cultivation process and implement the fundamental task of moral education and talent cultivation.

Industry Adaptability Principle: Align with the competency standards of green cultural and tourism

positions, and dynamically adjust educational content based on new industry business models.

Whole-Process Embedding Principle: Promote the integration of value elements into the entire chain of goals, curriculum, practice, and evaluation, strictly avoiding fragmented integration.

Collaborative Co-construction Principle: Coordinate resources from schools, industry associations, and green cultural and tourism enterprises to build a collaborative education pattern involving government, industry, enterprises, and schools.

Unity of Knowledge and Action Principle: Combine theoretical learning with practical experience to drive the transformation of green values from ideological cognition into professional behaviors.

4.2 Overall Framework of the "Four-in-One" Value-Embedded Education Model

Centered on the core values of sustainable development in green tourism, this model constructs an education framework with synergistic linkage across four dimensions: goal embedding, curriculum embedding, practice embedding, and evaluation embedding. Goal embedding establishes a tri-integrated training specification of "professional skills + ecological literacy + professional values." Curriculum embedding builds a hierarchical and progressive green curriculum teaching system. Practice embedding creates diverse practical scenarios encompassing on-campus practical training, corporate internships, and social services. Evaluation embedding establishes a diversified closed-loop evaluation mechanism that balances knowledge, skills, and value literacy. These four dimensions mutually support and organically link with each other, forming a complete closed-loop education system.

V. SPECIFIC IMPLEMENTATION PATHS OF THE VALUE-EMBEDDED EDUCATION MODEL

5.1 Goal Embedding: Revising Talent Cultivation Plans to Anchor Green Education Specifications

Relying on the professional group construction steering committee, experts from green scenic areas, low-carbon hotels, and cultural and tourism industry associations are invited to jointly participate in revising the talent cultivation plans. Competency requirements such as ecological environment protection, low-carbon tourism services, and sustainable tourism operations are incorporated into the professional training objectives, clearly defining the checklist of green vocational competencies that graduates should possess.

Furthermore, goals are stratified according to the public foundation stage, professional foundation stage, and position-advancement stage. Macro-level educational goals are decomposed into curriculum objectives, practical training objectives, and internship objectives, thereby forming a goal system that cascades down and is implemented at every level.

5.2 Curriculum Embedding: Reconstructing a Modular Curriculum System to Promote Value Integration in Classrooms

A three-tier curriculum architecture consisting of the "General Foundation Layer, Professional Core Layer, and Featured Expansion Layer" is constructed to achieve the organic embedding of green values.

5.2.1 General Foundation Layer: Ecological civilization policies, green development concepts, and civilized tourism norms are integrated into ideological and political education courses and professional literacy courses, laying a solid cognitive foundation for students' ecological values.

5.2.2 Professional Core Layer: Core courses such as Tour Guiding Services, Scenic Area Services and Management, and Hotel Operations Management are reformed by adding teaching modules like low-carbon tour guiding, energy conservation and emission reduction management in scenic areas, green room operations, and protective development of tourism resources, thereby integrating green industry standards into daily teaching.

5.2.3 Featured Expansion Layer: Shared elective courses for the professional group, such as Eco-Tourism Practices, Green Cultural and Tourism Planning, and Rural Eco-Tourism Development, are offered to broaden students' professional horizons in green tourism.

Meanwhile, the construction of ideological and political education in courses is comprehensively advanced. Teachers of various majors are guided to deeply explore the green educational elements inherent in the curriculum and to use positive and negative industry cases in teaching, thereby achieving a subtle and seamless value guidance.

5.3 Practice Embedding: Building Multi-Level Practical Platforms to Promote the Transformation from Value Cognition to Action

5.3.1 Upgrading On-Campus Green Practical Training Scenarios

The tourism practical training center is being upgraded to build simulated practical training rooms for green hotels, eco-study tour planning studios, and simulated operation rooms for low-carbon scenic areas. These facilities simulate job tasks such as energy-saving control, waste sorting, and ecological guidance for tourists, thereby creating a green vocational training environment on campus.

5.3.2 Jointly Building Off-Campus Green Internship Bases

Priority is given to green hotels, eco-scenic areas, and low-carbon study tour institutions to establish off-campus internship bases. Collaborative education agreements are signed to clarify green service learning tasks during the internship stage, and a dual-mentor system involving both school and enterprise is implemented for joint guidance. The college also actively explores targeted cultivation models, such as green tourism order-based classes and the modern apprenticeship system.

5.3.3 Expanding Social Service Practice Positions

Students are regularly organized to carry out volunteer service projects, including civilized tourism promotion, ecological cleanup in scenic areas, and environmental protection research in rural tourism. Furthermore, competitions are used to promote education by hosting contests in green tourism plan design and low-carbon tour guiding services. These competition tasks drive students to apply green concepts to solve real-world industry problems.

5.4 Evaluation Embedding: Constructing a Diversified and Multi-Dimensional Education Evaluation Mechanism

To shift away from the traditional single-outcome assessment model, a multi-stakeholder and multi-dimensional evaluation system is established.

5.4.1 Diversification of Evaluation Subjects: A combined evaluation approach is implemented, integrating professional course teachers from the school, enterprise internship mentors, and peer-to-peer student assessments.

5.4.2 Multi-Dimensionality of Evaluation Content: Beyond professional knowledge and operational skills, value-level observation indicators are added, including green service behaviors, environmental awareness, and sustainable development concepts.

5.4.3 Process-Oriented Evaluation Methods: Process-based evaluations are conducted by integrating classroom tasks, practical training performance, internship logs, social practice outcomes, and project proposals.

5.4.4 Normalization of Evaluation Results Application: Comprehensive evaluation results are used as a crucial reference for merit awards, internship recommendations, and job placements, thereby guiding students to attach importance to the cultivation of ecological literacy.

VI. OPERATIONAL SUPPORT SYSTEM FOR THE EDUCATION MODEL

6.1 Institutional Support: Strengthening Top-Level Coordination

The college has formulated implementation and management measures for green education within the professional group. It clearly defines the division of responsibilities among the Academic Affairs Office, secondary colleges, practical training centers, and professional teaching and research offices. The effectiveness of green education is incorporated into the assessment criteria for professional construction and teacher performance. Regular supervision is conducted on the implementation of talent cultivation plans to ensure that all value-embedding measures are continuously and effectively executed.

6.2 Resource Support: Consolidating the Foundation for Education

Continuous financial investment is increased to support the upgrading of green practical training venues, the development of distinctive green textbooks, and the operation of practical projects. The college actively connects with the Bureau of Culture and Tourism, environmental protection agencies, and industry associations to secure policy, project, and resource support, thereby promoting the joint construction and sharing of resources among the government, industry, enterprises, and schools.

6.3 Cultural Support: Creating a Green Educational Atmosphere

A campus culture of green cultural and tourism education is cultivated. Green tourism knowledge is popularized through campus official accounts, thematic lectures, and club activities. Concepts of low-carbon services and ecological protection are promoted in practical training rooms and classrooms to build an immersive green educational environment, thereby achieving the goal of environmental education.

6.4 Collaborative Mechanism Support: Deepening Long-Term School-Enterprise Cooperation

The regular meeting mechanism of the professional group construction steering committee is improved, with both schools and enterprises jointly participating in curriculum development, practical training project design, and the formulation of evaluation standards. A regular consultation system between schools and enterprises is established to dynamically update educational content based on the green transformation of the industry, ensuring that talent cultivation keeps pace with industry development trends.

VII. CONCLUSION AND PROSPECTS

7.1 Research Conclusions

Against the backdrop of the green transformation in the cultural and tourism industry, the traditional education model, which focuses heavily on skills training, struggles to meet the industry's comprehensive requirements for high-quality tourism talents. The value-embedded education model for tourism professional groups, guided by green tourism, utilizes a "Four-in-One" framework to bridge the integration of value cultivation and professional education. Through the systematic embedding of goals, curriculum, practice, and evaluation, this model resolves the issues of fragmented green education and superficial value guidance. Adhering to the unity of knowledge and action, as well as industry-education collaboration, the model fosters stable green professional values among students. It effectively enhances the alignment between talent cultivation in tourism professional groups and the demands of the green cultural and tourism industry, providing a viable pathway for higher vocational tourism education to fulfill the fundamental task of moral education and to serve the high-quality development of the industry.

7.2 Future Prospects

With the continuous advancement of smart tourism, low-carbon tourism, and digitalization, the connotation of green tourism is constantly expanding, and new knowledge such as carbon accounting, energy-saving control in smart scenic areas, and digital eco-tourism operations is emerging. Future education models need to continuously absorb new industry technologies and standards, promoting the integration of digital tools into green teaching and practice. Meanwhile, deep school-enterprise collaboration should be further strengthened to explore the joint establishment of green tourism industry colleges, continuously optimizing the implementation carriers for value embedding. In future practices, pilot professional groups can be selected for action research to continuously collect educational data, refine the evaluation indicator system, and enhance the effectiveness of the education model.

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