# Research on Cultivation Path of Cross-Cultural Communication Competence for International Tourism Talents in Colleges and Universities

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**Abstract:** To succeed in future internationalized competition, it is essential to focus on the global market, especially in the fiercely competitive international tourism industry. In response to the growing demand for tourism talents brought about by the internationalization of tourism, cultivating international tourism talents with cross-cultural communication competence has become a crucial task in talent training for tourism colleges and universities. This research defines the connotations and analyzes the characteristics of international tourism talents and cross-cultural communication competence, construct a model of intercultural communication competence for international tourism talents, explores the existing problems and cultivation paths in the development of cross-cultural communication competence in current higher education institutions, provides practical guidance for tourism talent education.

**Keywords:** Internationalization; Tourism Talents; Cross-Cultural Communication Competence

## 1. Connotative Definition

### 1.1 International Tourism Talents

With the development of economic globalization and the increasing frequency of international exchanges and cooperation, international talents refer to high-level professionals who possess a sense of national and family responsibility, international awareness, and a world-class knowledge structure, and whose vision and capabilities meet international standards. They are adept at seizing opportunities and taking the initiative in global competition. International talents should possess the following basic qualities：First, International tourism talents have a broad international vision and a strong sense of innovation ； Second, they master the internationalized knowledge of their professional fields, are familiar with international practices, and have strong cross-cultural communication skills and problem-solving abilities; Third, they have high political and ideological qualities and a healthy psychological quality, enabling them to withstand the impact of multiculturalism.

### 1.2 Cross-cultural Communication Competence

Cross-cultural communication competence refers to the ability to effectively communicate and interact with people from different cultural and linguistic backgrounds. First, international tourism talents should possess good listening, expression, and interpretation skills, and understand the communication methods and styles across different cultures. Second, they should have a certain level of cultural adaptability to effectively adapt to and understand cultural differences. Third, cross-cultural cooperation ability is one of the important components of cross-cultural communication competence, enabling individuals to learn from and complement each other in teams with diverse cultural backgrounds, thereby improving team collaboration efficiency and innovation capabilities. Fourth, those with cross-cultural communication competence should have a more open mindset, breaking free from their own cultural frameworks through cross-cultural exchanges and interactions to promote cultural dissemination and promotion.

## 2. Problems in Cultivating Cross-Cultural

Communication Competence of International Tourism Talents in Universities

## 2.1 Inaccurate Target Positioning

With the rapid development of international tourism, the requirements for tourism talents are gradually increasing. However, many current universities lack accurate positioning for the cultivation goals of international tourism talents. Key issues such as which level and type of talents to cultivate, what qualities talents need to possess, and students' employment channels are all vague, and no corresponding adjustments have been made according to the development of the industry. Meanwhile, institutions excessively pursue "comprehensiveness" in talent cultivation goals—they aim to cultivate multilingual tour guides and create high-end talents with international hotel management experience, but fail to combine the characteristics of regional tourism industries with the institutions' advantageous resources. This leads to students lacking core competitiveness after graduation.

## 2.2 Lack of Characteristics in Curriculum System Design

Some institutions simply equate internationalization with bilingual teaching, introducing foreign teachers, or adding international tourism courses, while ignoring the systematic cultivation of cross-cultural communication skills and the ability to grasp global tourism market dynamics. This cognitive misunderstanding results in the curriculum system showing a "patchwork" feature: language courses and professional practice courses lack organic integration. Although students master basic foreign language expression, they struggle to flexibly apply professional knowledge in international tourism scenarios.

## 2.3 Outdated Teaching Content and Methods

New formats and developments continue to emerge in the international tourism market, but the relevant teaching content in universities has not kept up in a timely manner, causing the knowledge learned by students to be disconnected from industry practices. There is a lack of updating and integration of real cases of cross-cultural communication in the current tourism industry. Meanwhile, "cramming" teaching still dominates, with students passively accepting knowledge. Interactive teaching methods such as role-playing and scenario simulation remain formalities, failing to place teaching in real or simulated cross-cultural communication scenarios.

## 2.4 Disconnection Between Practice and Teaching

Practical ability is an internationally recognized core literacy for professional talents. The tourism industry is an applied field. To become international tourism talents, especially to cultivate their cross-cultural communication competence, hands-on service and practical skills are essential. However, this is one of the shortboards in the cultivation of tourism talents in universities—overemphasis on classroom teaching and insufficient practical training. Practical teaching is not merely cooperation with enterprises but requires targeted capabilities for cross-cultural communication, including language communication skills, multicultural adaptability, and international tourism practical ability. The construction of these capabilities relies on the dual role of classroom teaching and practical training.

## 3. Construction of the Intercultural Communication Competence Model for International Tourism Talents

### 3.1 Determination of Elements of Cross-Cultural Communication Competence for International Tourism Talents

3.1.1 Language

In the context of cross-cultural communication, language proficiency includes basic language knowledge, language expression ability, and language communication skills. In addition to mastering their native language, participants in cross-cultural communication must be successful foreign language learners with rich basic language knowledge, proficient expression ability and communication skills.

Basic language knowledge includes the phonetics, grammar, semantics, syntax, text and so on of a language, which is the premise and foundation for conducting cross-cultural communication.

Language expression ability refers to the ability to communicate and express in a

non-native language. It not only includes the four skills of listening, speaking, reading and writing, but also involves the mastery of flexibility and accuracy in language use.

Language communication skills refer to the ability to achieve effective information transmission, enhance understanding and establish good relationships through optimizing language expression, adjusting communication methods, etc. during the communication process.

Language proficiency of international tourism talents can help them reduce the communication cost with the work team and tourists, improve communication efficiency, provide more professional services, and better solve problems and deal with crises. Language is the cornerstone of cross-cultural communication, an important tool for cross-cultural communication, and an essential ability for international tourism talents in cross-cultural communication. Team members from different cultural backgrounds have unique perspectives and experiences. They learn from and complement each other, thereby improving the team's collaboration efficiency and innovation ability, so as to adapt to market demands in different regions and cultures and provide innovative products and services.

### 3.1.2 Culture

International tourism talents need to communicate and interact with team members and tourists from all over the world. They should uphold an open and respectful attitude, master common knowledge of multiculturalism, and possess good cultural adaptability.

Openness and respect refer to maintaining a curious and open mindset towards different cultures, accepting and respecting the existence and diversity of cultures in different countries, understanding each other's differences and commonalities, and establishing the ability to reach cultural consensus and conduct dialogue, so as to better spread the culture and voice of their own country.

Multicultural common sense is the basic understanding of different countries and cultures, including national information, geographical knowledge, religious culture, historical art, etc. It enables people to better understand and respect the values, customs, religions, etc. contained in both sides' cultures, and promotes effective communication and interaction.

Cultural adaptability refers to the ability to effectively cope with cultural differences, integrate into new environments and maintain good interactions by adjusting one's own cognition, behavior and psychological state when facing different cultural environments.

If language is the carrier, culture is the content of cross-cultural communication, which plays an important role for international tourism talents. International tourism talents should not only master the cultural knowledge of their own country and other countries, but also conduct comparative analysis of the cultural differences between the two sides, fully respect each other's cultural customs, jump out of their own cultural framework through cross-cultural communication and interaction, broaden their thinking, explore innovative elements of other cultures, inspire new ideas, concepts and artistic expressions, better promote information sharing and team collaboration, and provide high-quality services for tourists.

### 3.1.3 Practice

In addition to mastering rich knowledge and abilities in language and culture, international tourism talents should also possess practical abilities to flexibly adjust their behavior patterns in cross-cultural interactions, including: proactive service awareness, professional service skills, and personalized service skills.

Proactive service awareness refers to the high attention paid by international tourism talents to the needs of tourists. In customer service, they should receive tourists warmly, guide them proactively, provide quick feedback and solve problems promptly when they arise, so as to offer tourists high-quality services and experiences.

Professional service skills refer to the technical abilities that international tourism talents need to possess in cross-cultural communication practice to provide high-quality services for tourists, including good coordination and communication skills, written expression skills, professional customer service skills, and the ability to handle emergencies, etc.

Personalized service ability refers to the technical ability to provide customized and personalized services for tourists. By analyzing factors such as tourists' preferences, time constraints, and budgets, personalized travel itineraries are formulated, and corresponding service support is provided.

In practice, international tourism talents need to continuously accumulate their practice and experience, always maintain proactive service awareness, and constantly improve their professional and personalized service skills, so as to provide tourists with the best services and experiences, establish a good image and reputation, and thus enhance their own competitiveness.

## 3.2 Construction of the Cross-Cultural Communication Competence Model for International Tourism Talents

Based on the above analysis, the cross-cultural communication competence model for international tourism talents is constructed as follows:



**Figure 1. Cross-cultural Communication Competence Model for International Tourism Talents**

## 4. Cultivation Paths for Cross-Cultural Communication Competence of International Tourism Talents in Universities

### 4.1 Establishing Cultivation Goals for International Tourism Talents

International tourism talents refer to compound professionals with global vision, cross-cultural communication skills, and innovative capabilities, who master international tourism rules and professional skills. Their core characteristics include integrating international and local knowledge systems, possessing foreign language communication, information technology application, and professional practical abilities, and maintaining adaptability in multicultural conflicts. When setting cultivation goals, universities should closely align with the above core characteristics, take "diversified competency" as the core orientation, and build a multi-dimensional cultivation system.

The construction of an international faculty is a crucial guarantee for talent cultivation. On the one hand, universities should introduce experts and scholars with international educational backgrounds or rich industry experience. On the other hand, they should support existing teachers to participate in international academic exchanges, overseas visits, and training to enhance the international teaching capabilities of the faculty. By establishing a bilingual teaching certification system and aligning teaching content with international frontiers, it ensures that cultivated tourism talents not only have a deep understanding of local cultural essence but also possess professional literacy in international tourism market operations, truly becoming the backbone force to promote the high-quality development of the tourism industry.

### 4.2 Optimizing the Curriculum System

Break disciplinary barriers, deeply integrate courses such as tourism management, foreign language education, cross-cultural communication, and digital technology, and create a curriculum matrix of "core courses + characteristic modules".

On the one hand, strengthen foreign language courses. As a basis for human expression and ideological exchange, language is crucial in communication. The curriculum design for tourism majors should enhance foreign language courses. In addition to professional foreign languages, it is necessary to continuously increase the number of bilingual courses and actively attempt to offer second foreign language courses to increase students' opportunities to learn and use foreign languages. On the other hand, add cross-cultural communication courses. Cross-cultural communication is an independent discipline aimed at helping people understand the essence and process of cross-cultural communication, as well as how to avoid and resolve cultural barriers and conflicts in communication to promote mutual exchange. Offering cross-cultural communication courses enables students to gain a comprehensive and systematic understanding of cross-cultural communication and cultivate their sensitivity and tolerance towards cultural differences in cross-cultural interactions.

### 4.3 Cultivating Diversified Competencies

The diversified competencies of international tourism talents are not merely the superposition of single skills but require continuous evolution in a closed loop of "knowledge integration—practical reinforcement—cultural empathy—innovative adaptability". Through interdisciplinary education, immersive practice, and international resource integration, it ultimately cultivates compound talents who can use professional skills to solve problems on the international stage and promote the global dissemination of local tourism resources with cultural confidence.

On the one hand, design diversified practical scenarios to build an interdisciplinary knowledge network and consolidate the foundation of diversified capabilities. For example, carry out practical operations in transnational enterprises, allowing students to participate in international tourist reception, transnational tourism route design, etc., or organize students to participate in international competitions and projects to exercise cross-cultural negotiation and international public relations capabilities in real scenarios. On the other hand, build an "immersive + digital" practical platform to temper composite application abilities. Use technologies such as virtual reality (VR) and artificial intelligence (AI) to construct an immersive cross-cultural communication learning environment, stimulating students' learning interest and improving practical abilities, so that students can participate in real or simulated cross-cultural communication scenarios.

## 4.4 Carrying out Sino-foreign Cooperative Education

Carrying out Sino-foreign cooperative education in the field of higher tourism education is a necessary strategy to achieve the internationalization of tourism education and an important approach to cultivate the cross-cultural communication competence of international tourism talents. Tourism institutions in China need not only to "go global" but also to "invite in", strengthen educational and academic exchanges with renowned foreign tourism institutions, and promote mutual visits of experts and scholars and exchange of international students.

Meanwhile, introduce international industry certification standards, encourage students to obtain certifications such as the World Tourism Organization Certification and International Hotel Association (IHA) professional qualification certificates, and use international standards to drive capability improvement.

Through Sino-foreign cooperative education, it is not only possible to introduce excellent foreign teaching materials, faculty, and teaching management models but also to promote exchanges between teachers and teaching managers of both sides, enhancing the cross-cultural awareness of tourism professional teachers. More importantly, in such a multicultural international teaching environment, students' foreign language expression abilities are improved, and an open, equal, respectful, tolerant, and objective attitude towards heterogeneous cultures is cultivated, which is of great benefit to the education of cross-cultural communication competence for international tourism talents.

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