TEACHING REFORM AND PRACTICE OF TOURISM RESOURCE DEVELOPMENT AND MANAGEMENT FROM THE PERSPECTIVE OF CURRICULUM IDEOLOGICAL AND POLITICAL EDUCATION

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Abstract: Guided by the fundamental task of fostering virtue through education, the construction of curriculum ideological and political education in Tourism Resource Development and Management, a core course for tourism management majors, has become a key approach to improving the quality of talent training. Aiming at prominent problems in current teaching—including insufficient depth and breadth in exploring ideological and political elements, teachers' inadequate ability to integrate ideological and political content into professional teaching, lack of ideological and political guidance in practical teaching, and an imperfect evaluation system—this study constructs an ideological and political teaching system of "Goal Orientation – Content Optimization – Path Innovation – Evaluation Guarantee" based on the educational positioning of universities in Yulin and the development needs of the tourism industry. Through integrating regional tourism resources, strengthening faculty development, innovating teaching methods and practical platforms, and improving a diversified evaluation mechanism, the course achieves the organic unity of knowledge imparting, ability cultivation, and value shaping. Practice shows that the reform has helped 92% of students establish a correct ecological outlook and professional values. The award-winning rate of students' projects integrating ideological and political elements in discipline competitions has increased by 35%. The ideological and political teaching capacity of the professional teaching team has been significantly enhanced, and the course's demonstration effect has driven five similar courses in the university to carry out ideological and political reform. This provides a replicable and generalizable practical paradigm for curriculum ideological and political construction in tourism management and related disciplines.

Keywords: Data curriculum ideological and political education; Tourism resource development and management; Teaching reform; Practical path; Integration of regional resources

1 INTRODUCTION

The Higher education in the new era emphasizes the concept of whole-person, whole-process, all-staff education. As a core carrier of collaborative education between professional teaching and ideological and political education, curriculum ideological and political education plays an irreplaceable role in training tourism management professionals. As a core course, Tourism Resource Development and Management is theoretical, practical, and comprehensive. Its content covers the development, planning, and management of natural and cultural tourism resources, and inherently contains rich ideological and political elements such as cultural inheritance, ecological protection, and social responsibility.

However, the current construction of curriculum ideology and politics still faces practical dilemmas: the excavation of ideological and political elements remains superficial, with insufficient exploration of cultural connotations and professional ethics; teachers use single teaching methods, leading to rigid integration of professional knowledge and ideological education; practical teaching overemphasizes skill training while neglecting value guidance; and the evaluation system focuses on knowledge assessment without quantitative standards for students' ideological and political literacy.

Accordingly, taking the tourism management major in Yulin universities as a practical sample and combining regional tourism resources such as Yangjiagou and Zhenbeitai, this paper systematically explores the construction paths and implementation strategies of curriculum ideological and political education for Tourism Resource Development and Management, providing theoretical support and practical reference for cultivating high-quality tourism professionals with both moral integrity and professional competence.

2 OVERALL DESIGN OF CURRICULUM IDEOLOGICAL AND POLITICAL CONSTRUCTION

2.1 Anchoring the Construction Basis: Combining Educational Orientation and Professional Characteristics

As the only university in Yulin, the institution positions itself to cultivate high-quality applied talents rooted in and serving the local region. The tourism management major closely responds to the tourism development needs of northern Shaanxi, aiming to cultivate practitioners with solid professional skills and a strong sense of social responsibility.

Based on Yulin's rich historical, cultural, and natural tourism resources, Tourism Resource Development and Management deeply integrates ideological and political elements—including regional cultural inheritance, ecological protection responsibility, and tourism professional ethics—into professional teaching. This not only highlights local characteristics but also strengthens students' patriotism and professional literacy, supporting the sustainable development of the tourism industry in northern Shaanxi.

2.2 Defining Three-Dimensional Objectives: Building a Collaborative Education Framework

Knowledge Objectives: Master the classification, investigation, evaluation, development planning, and operation management of tourism resources; understand relevant policies and regulations; grasp the characteristics and distribution of natural, cultural, and regional tourism resources; and learn frontier knowledge such as Belt and Road tourism cooperation and smart tourism.
Ability Objectives: Develop practical skills in field investigation, data analysis, and scientific evaluation; independently complete planning and design for small and medium-sized tourism projects; and cultivate innovative thinking to solve practical problems such as ecological protection and cultural inheritance in tourism development [1].
Value Objectives: Enhance identity with excellent traditional Chinese culture and regional culture; establish the ecological outlook of "lucid waters and lush mountains are invaluable assets" and sustainable development; strengthen professional ethics including integrity and customer orientation, as well as teamwork and social responsibility [2].

2.3 Optimizing Content Supply: Deeply Exploring Ideological and Political Elements

A "three-dimensional, multi-scenario" system of ideological and political elements is constructed:In the natural tourism module, local landscapes such as Jingbian Wave Valley and Mahuangliang are used to integrate ecological protection and patriotism [3]. In the cultural tourism module, the Great Wall, Mogao Grottoes, Shimao Site, and Yangjiagou Revolutionary Site are interpreted to convey national spirit, cultural confidence, and inheritance responsibility. In the industry dynamics module, rural tourism cases (e.g., Zhaojiamao) under rural revitalization are analyzed to cultivate social responsibility for rural development. In the professional ethics module, negative cases of excessive commercialization and cultural damage are used to emphasize the unity of economic, social, and ecological benefits.

2.4 Innovating Integration Paths: Realizing Trinitarian Education

A diversified teaching model is adopted: Case Teaching + Project Practice + Field Investigation + Online Interaction. Value shaping runs through the whole teaching process. Typical cases, practical projects (e.g., Hongshi Gorge upgrading), field trips, and online thematic discussions are used to promote the coordinated development of knowledge, ability, and values [4].

3 PRACTICAL PATHS OF CURRICULUM IDEOLOGICAL AND POLITICAL TEACHING

3.1 Exploring Ideological and Political Resources from Multiple Dimensions

To enrich the teaching resources of curriculum ideological and political education and enhance the pertinence and appeal of education, we adhere to the principle of "multi-dimensional excavation, precise integration and characteristic empowerment" and systematically sort out and develop ideological and political resources from three aspects: regional resources, industry hotspots and ethical responsibilities.
In terms of regional resource excavation, we focus on the unique historical and cultural connotations and natural ecological advantages of Yulin area. We deeply integrate iconic scenic spots and cultural relics such as Zhenbeitai (the largest ancient military beacon tower in China), Hongshi Gorge (a famous cliff stone carving scenic spot in northern Shaanxi), Baiyun Mountain (a Taoist cultural resort) and Shimao Site (a world cultural heritage) into the whole teaching process. Taking the "Tourism Development and Cultural Heritage Protection of Shimao Site" as a typical teaching case, we organize students to carry out in-depth discussions on how to balance the rational development of regional cultural resources and the inheritance of historical context, so as to enhance students' sense of identity and responsibility for local culture and strengthen their awareness of cultural protection and inheritance.
In the excavation of industry hotspots, we closely follow the national development strategy and industry development trends. Combining the national rural revitalization strategy, we introduce the transformation case of Zhaojiamao Village in Yulin from a "poor village" to a "Internet-famous check-in spot" through rural tourism development. We guide students to analyze the important role of tourism industry in increasing farmers' income, improving rural living environment and promoting rural cultural prosperity, so as to cultivate students' sense of social responsibility and willingness to serve grassroots development. At the same time, focusing on the tourism cooperation under the "the Belt and Road" initiative, we take the joint development of tourism resources along the China-Europe Railway Express as a case, guide students to understand the new opportunities and challenges faced by China's tourism industry in the process of globalization, and cultivate their international vision and cross-cultural communication ability.
In the excavation of ethical responsibilities, we pay attention to the guidance of professional ethics and ecological ethics in the tourism industry. We select typical negative cases such as vegetation destruction, water pollution and cultural relic damage caused by excessive development of some scenic spots. We organize students to calculate the cost of ecological

restoration, investigate the impact on local communities and analyze the root causes of problems. Through case analysis and discussion, we guide students to establish the professional ethics of sustainable development, clarify the important ecological responsibility and social responsibility of tourism practitioners, and form the development concept of unifying economic benefits, social benefits and ecological benefits [5].

3.2 Optimizing the Curriculum Content System

To realize the organic integration of ideological and political education and professional teaching, we focus on optimizing the curriculum content system and build an "ideological and political knowledge map" covering all chapters of the course, so that ideological and political elements can be naturally integrated into each teaching link without being abrupt.

In the chapter of "Overview of Tourism Resources", we add the latest data on the total amount of China's tourism resources, the number of world cultural and natural heritage sites and the development achievements of China's tourism industry in recent years. We guide students to deeply understand the rich tourism resources and profound cultural heritage of the motherland, and subtly strengthen their patriotic feelings and national self-confidence. In the chapter of "Investigation and Evaluation of Tourism Resources", we require students to take local scenic spots such as Hongshi Gorge and Zhenbeitai as the research objects to carry out on-site investigation. We emphasize the scientific spirit of true data, objective analysis and rigorous demonstration, and cultivate students' rigorous academic attitude and practical work style.

In the chapter of "Development and Planning of Tourism Resources", we take the upgrading and transformation project of Hongshi Gorge Scenic Area as a practical carrier. We clearly require that the tourism development planning scheme must include special contents such as ecological protection measures, cultural heritage inheritance and community benefit sharing. We guide students to combine professional knowledge with ideological and political concepts in the process of scheme design. In the chapter of "Operation and Management of Tourism Resources", we introduce typical cases of honest operation, customer service and social responsibility fulfillment of well-known tourism enterprises at home and abroad. We emphasize the importance of abiding by national laws and regulations and abiding by industry professional ethics, and guide students to establish a correct professional outlook and career outlook.

At the same time, we actively break the disciplinary boundaries and integrate multidisciplinary knowledge such as history, ecology, geography, ethics and law into the curriculum teaching. For example, when teaching the cultural value of Shimao Site, we invite history teachers to give special lectures; when teaching the ecological protection of natural tourism resources, we introduce relevant knowledge of ecology and environmental science. Through multidisciplinary cross-integration, we broaden students' knowledge vision, improve their comprehensive thinking ability and lay a solid foundation for their future work and development.

3.3 Innovating Teaching Methods to Improve Effectiveness

To improve the effectiveness of curriculum ideological and political education, we abandon the traditional single teaching mode and adopt a diversified teaching method system combining case teaching, project-based learning, field teaching and online-offline integration [6], so as to realize the organic combination of knowledge imparting, ability training and value shaping.

In terms of case teaching method, we adopt the comparative teaching mode of "positive case + negative case". Taking the successful practice of Anji in Zhejiang Province transforming ecological advantages into economic advantages through ecological tourism development (realizing the transformation of "lucid waters and lush mountains are invaluable assets") as a positive case, we guide students to understand the importance of ecological protection and sustainable development. Taking the cultural distortion and tourist loss caused by excessive commercialization of some ancient towns as negative warnings, we guide students to deeply think about the relationship between tourism development and cultural protection. Through comparative analysis and in-depth discussion, the classroom participation rate of students has reached more than 95%, and the effect of ideological and political education has been significantly improved.

In terms of project-based learning method, we take the "Revitalization and Utilization of Yulin Ancient City Tourism Resources" as the core project theme. We divide students into groups to complete the whole process of project investigation, data analysis, scheme design and achievement display. We clearly require that the project scheme must reflect ideological and political concepts such as cultural heritage inheritance, ecological protection and community co-construction. During the project implementation process, professional teachers and industry mentors jointly guide students to solve practical problems encountered in the project, and cultivate students' practical operation ability, team cooperation ability and ideological and political literacy at the same time.

In terms of field teaching method, we adhere to the principle of "combining theory with practice" and regularly organize students to carry out field investigation activities in local key scenic spots such as Zhenbeitai, Hongshi Gorge and Yangjiagou. We invite the person in charge of the scenic spot and front-line staff to explain on site the ecological protection measures, cultural heritage protection experience and service specifications of the scenic spot [7]. We let students personally feel the practical application of ideological and political elements in the actual work of the tourism industry. Up to now, we have organized 12 field teaching activities, covering more than 300 students, which has effectively improved the pertinence and effectiveness of ideological and political education.

In terms of online-offline integration mode, we rely on the Chaoxing Learning Tong online teaching platform to build a special module of curriculum ideological and political education, including "ideological and political case library", "industry hot topic discussion area" and "ideological and political video learning area". We have uploaded more than 20 ideological and political education videos and more than 50 typical cases. Students can carry out independent learning online at any time and anywhere. The average online independent learning time of students per semester reaches 8 hours. In offline classrooms, we carry out forms such as group report, theme debate and experience sharing around the online learning content, so as to deepen the learning effect and realize the complementary advantages of online and offline education [8].

3.4 Expanding Practical Platforms

We attach great importance to the role of practical teaching in curriculum ideological and political education, and actively expand practical platforms through school-enterprise cooperation and second classroom construction, so as to build a "classroom + enterprise + society" three-in-one practical education system and strengthen the effect of collaborative education.

In terms of deepening school-enterprise cooperation, we have established long-term stable cooperative relations with 8 local key tourism enterprises and scenic spots, including Yulin Tourism Group, Baiyun Mountain Scenic Area and Hongshi Gorge Scenic Area, and jointly built curriculum ideological and political practice bases. We arrange students to carry out on-the-job internships in practice bases, and participate in scenic spot operation and management, tourist reception services, tourism project planning and other specific work. Enterprise mentors adopt the "master-apprentice" model to carry out one-on-one guidance for students, focusing on cultivating students' professional ethics, professional quality and practical operation ability. Up to now, the practice bases have received more than 200 intern students, and the effect of school-enterprise collaborative education has been significantly highlighted.

In terms of enriching the second classroom, we actively carry out various extracurricular activities closely related to curriculum ideological and political education [9]. We hold annual tourism resource development and innovation competitions, and clearly require that all entries must integrate ideological and political concepts such as cultural inheritance, ecological protection and social responsibility. In the past three years, more than 50 teams have participated in the competition, and 10 works integrating cultural inheritance elements, such as "Cultural Research Tourism Planning of Shimao Site", have won awards. At the same time, we organize students to carry out various voluntary service activities, such as scenic spot environmental protection volunteers, cultural heritage protection publicity and rural tourism promotion. The total service time of students has exceeded 1500 hours. Through practical activities, students' sense of social responsibility and professional identity have been significantly enhanced.

3.5 Implementing Education Throughout Teaching

To ensure that ideological and political education runs through the whole process of curriculum teaching, we adhere to the principle of "full-process penetration and all-round coverage" and integrate ideological and political elements into classroom teaching, homework design and practical teaching organically.

In classroom teaching, teachers flexibly intersperse stories about regional culture, deeds of advanced figures in the tourism industry and typical cases of social responsibility fulfillment in the process of explaining professional knowledge, so that ideological and political education can be carried out imperceptibly. In homework design, we reduce the proportion of mechanical memory homework and increase the proportion of ideological and political homework such as "Research Report on the Sustainable Development of Local Tourism Scenic Spots" and "Analysis of Tourism Development Ethics Cases". We guide students to combine professional knowledge with ideological and political concepts to carry out in-depth thinking and research. The excellent rate of students' completion of ideological and political homework has reached 88%.

In practical teaching, we specially formulate the "Ideological and Political Guidance Manual for Practical Teaching", which clearly defines the ideological and political education requirements and evaluation standards for each practical link. For example, in the field investigation link, students are required to record the ecological protection measures of the scenic spot in detail, write ideological and political experience and perception; in the internship link, students are required to abide by the professional ethics of the enterprise, perform their duties conscientiously and write internship summaries with ideological and political connotations. Through the whole-process guidance and supervision, we ensure that ideological and political education is not absent in any teaching link, and truly realize the organic unity of knowledge imparting, ability training and value shaping.

4   CURRICULUM EVALUATION SYSTEM AND PRACTICAL EFFECTS

4.1 Constructing a Diversified Evaluation System

To scientifically evaluate the effect of curriculum ideological and political education and avoid the one-sidedness of traditional evaluation methods, we have established a three-dimensional evaluation system of "formative assessment + summative assessment + special ideological and political assessment", which realizes the comprehensive evaluation of students' professional knowledge, practical ability and ideological and political literacy.

In terms of the proportion of evaluation results, formative assessment accounts for 40%, including classroom performance (15%), ideological and political homework (15%) and practical activity participation (10%); summative assessment accounts for 60%, including closed-book examination (30%) and curriculum design (30%). The formative assessment focuses on evaluating students' learning process, while the summative assessment focuses on evaluating students' comprehensive application ability of professional knowledge and ideological and political concepts.

The special ideological and political assessment is an important part of the three-dimensional evaluation system, covering 12 specific indicators in four dimensions: cultural confidence, ecological awareness, professional ethics and team cooperation. To ensure the objectivity and fairness of the evaluation, we adopt a multi-subject evaluation method combining student self-evaluation, peer evaluation, teacher evaluation and enterprise mentor evaluation. For example, in the evaluation of the "ecological awareness" dimension, we score according to the scientificity and feasibility of the ecological protection measures put forward by students in the project design and the performance in the practical activities of ecological protection; in the evaluation of the "professional ethics" dimension, we comprehensively score according to the evaluation of teachers, enterprise mentors and peers on students' performance in internships and practical activities.

4.2 Significant Practical Effects

After a period of practice and exploration, the curriculum ideological and political reform of "Tourism Resource Development and Management" has achieved remarkable results, which has been fully reflected in the improvement of students' comprehensive quality, the upgrading of professional construction, the highlighting of demonstration and radiation effects and the optimization of educational atmosphere [10].

In terms of the improvement of students' comprehensive quality, the results of the questionnaire survey show that 92% of the students believe that the course has helped them establish a correct ecological view and professional outlook, and 85% of the students said that the integration of ideological and political elements has significantly improved their interest in learning the course. In the Shaanxi Provincial Tourism Resource Development and Planning Competition, the number of awards won by student teams for their schemes designed in combination with cultural inheritance and ecological protection concepts has increased by 35% compared with that before the reform. The employment rate of graduates has remained above 90% for three consecutive years, and the feedback from employers shows that the scores of graduates' professional ethics and social responsibility have increased by 28% compared with previous graduates. It can be seen that the curriculum ideological and political education has effectively promoted the all-round development of students.

In terms of professional construction upgrading, the course has been rated as a university-level curriculum ideological and political model course. The optimized curriculum content system and teaching mode have been incorporated into the talent training program of tourism management major. The compiled "Ideological and Political Teaching Plan for Tourism Resource Development and Management" has been promoted and applied in the whole university. In the teaching team, 3 teachers have won awards in the university-level ideological and political teaching ability competition, and 5 papers related to curriculum ideological and political education have been published, forming a compound teaching team with both professional literacy and ideological and political teaching ability. At the same time, the enrollment scale of tourism management major has expanded by 20% compared with that before the reform, and the social recognition of the major has been significantly improved.

In terms of the highlighting of demonstration and radiation effects, the experience and practices of the curriculum ideological and political construction of this course have been exchanged and promoted at the university's teaching work conference, which has driven 5 similar courses such as hotel management and exhibition economy and management to carry out curriculum ideological and political reform. The teaching team has carried out teaching and research exchanges on curriculum ideological and political education with 3 universities inside and outside the province, and shared experience and practices such as the integration of regional resources and school-enterprise collaborative education, providing valuable practical reference for the curriculum ideological and political construction of tourism management majors in other universities.

In terms of the optimization of educational atmosphere, as a university-level model course, the successful practice of this course has played a good leading and demonstration role, promoting the school to form an educational pattern of "full participation of all staff, full penetration of the whole process and all-round coverage of the whole field" [11]. The ideological and political education atmosphere on campus has become increasingly strong, and students' moral literacy and behavioral habits have been significantly improved, creating a good educational environment for students' all-round growth and development.

5 COURSE CHARACTERISTICS AND INNOVATIONS

5.1 Characteristics

Deep integration of regional resources: Seven core tourism resources in Yulin are transformed into teaching cases; a Case Collection of Regional Tourism Resources and Ideological-Political Education is compiled.Full participation of industry supervisors: Five senior tourism managers participate in course design, project guidance, and assessment, with eight thematic lectures annually.Interdisciplinary integration: History, ecology, geography, and ethics are combined to improve comprehensive thinking.

5.2 Innovations

New media empowerment: Virtual tourism technology enables immersive experience of cultural heritage; real-time scenic area data supports online analysis and design.Project-driven learning: Practical projects (e.g., Zhaojiamao rural tourism upgrading) were partly adopted by scenic spots, transforming learning outcomes into practical value.Innovative presentation: Story-based, situational, and experiential education achieves "silent education" with strong appeal.

6 EXISTING PROBLEMS AND OPTIMIZATION PLANS

6.1 Existing Problems

Inadequate excavation of ideological and political elements in emerging fields (smart tourism, research tourism).About 30% of young teachers lack proficiency in integrating ideological and political elements naturally.Uneven implementation in practical bases (only 50% provide systematic training).Subjectivity in evaluating cultural confidence and social responsibility; incomplete coverage of practical performance.

6.2 Future Optimization

Deepen element excavation: Form a team of professional teachers, ideological teachers, and industry experts; expand the case library to 100 cases.Strengthen faculty development: Conduct regular training, teaching research, and peer mentoring.Improve practical teaching: Build a "practical project library" with 10 special projects; assign ideological and political supervisors for each group.Optimize evaluation: Refine quantitative indicators and increase the weight of practical performance.

7 CONCLUSION

The construction of curriculum ideological and political education in Tourism Resource Development and Management—by clarifying three-dimensional objectives, optimizing content, innovating practical paths, and improving the evaluation system—effectively solves the problem of "separation between professional teaching and ideological education" and realizes the organic unity of knowledge imparting, ability cultivation, and value shaping.
Its experience in regional resource integration, school-enterprise collaborative education, and interdisciplinary integration, as well as innovations in new media and project-based learning, provides a useful reference for similar courses. In the future, further efforts will be made to deepen ideological and political element excavation, improve teachers' capacity, and perfect practical and evaluation systems, so as to cultivate more high-quality tourism professionals and support the sustainable development of the tourism industry.

COMPETING INTERESTS

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