

UNDER THE PERSPECTIVE OF CULTURAL AND TOURISM INTEGRATION: CONSTRUCTION PATHS AND PRACTICE OF IDEOLOGICAL AND POLITICAL DEMONSTRATION COURSE IN "FUNDAMENTALS OF TOURISM GUIDING"

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Abstract: Taking the course "Fundamentals of Tourism Guiding" as the carrier, based on the development trend of cultural and tourism integration, this study constructs a construction framework of ideological and political demonstration course featuring "value guidance - content integration - practice empowerment - evaluation closed-loop". By excavating ideological and political elements from Northern Shaanxi's red culture, traditional culture, and ecological resources, core literacy such as national awareness, cultural confidence, professional ethics, and ecological responsibility are integrated into the entire teaching process. An implementation path of "five-minute ideological and political introduction before class, ideological and political penetration through in-class cases, and ideological and political tempering through after-class practice" is innovated. Empirical study shows that this construction mode has effectively realized the trinity educational goal of "knowledge impartment, ability training, and value shaping". Students' cultural confidence, professional identity, and social responsibility have been significantly improved, providing a replicable and promotable practical paradigm for the ideological and political construction of similar courses.

Keywords: Cultural and tourism integration; Fundamentals of tourism guiding; Ideological and political education in courses; Demonstration course; Construction path

1 INTRODUCTION

1.1 Background and Policy Basis

Under the background of in-depth integration of culture and tourism, tour guides are not only organizers of tourism activities but also disseminators of Chinese culture and spokespersons of national image. The "Guidelines for Accelerating the Development of Cultural and Tourism Integration" clearly points out that "it is necessary to strengthen the ideological and political education of cultural and tourism talents and cultivate practitioners with firm cultural confidence and strong sense of social responsibility". As an introductory core course for tourism management majors, the ideological and political construction of "Fundamentals of Tourism Guiding" is directly related to the value orientation and professional literacy of future cultural and tourism practitioners.

The Ministry of Education's "Implementation Opinions on Promoting the Construction of Ideological and Political Demonstration Courses in Colleges and Universities" requires that "ideological and political education should be integrated into all aspects and links of curriculum teaching, and the educational function of courses should be fully exerted". However, the current ideological and political construction of "Fundamentals of Tourism Guiding" still faces prominent problems such as superficial excavation of ideological and political elements, rigid integration with curriculum content, and lack of systematic evaluation mechanisms, which are difficult to achieve the educational effect of "moistening things silently". Therefore, combining the characteristics of Northern Shaanxi's cultural tourism resources, exploring the construction path of ideological and political demonstration course in "Fundamentals of Tourism Guiding" is of great practical significance for cultivating compound cultural and tourism talents with "moral integrity and professional skills".

1.2 Existing Dilemmas and Research Gaps in Ideological and Political Construction

Current ideological and political construction of the course faces four prominent dilemmas: first, the disconnection between ideological and political elements and curriculum content. Ideological and political education is often separated from professional knowledge teaching, resulting in a "two skins" phenomenon. Ideological and political elements are simply superimposed without being organically integrated into knowledge modules such as historical culture and scenic area operation; second, the lack of localization and pertinence of ideological and political resources. Most of the ideological and political cases used in teaching are general national-level cases, lacking the excavation and application of local characteristic resources, making it difficult to arouse students' emotional resonance and sense of identity; third, the single implementation method of ideological and political education. It mainly relies on theoretical indoctrination, lacking the combination with practical teaching, resulting in weak pertinence and effectiveness of ideological and

political education; fourth, the lack of systematic evaluation of ideological and political effects. The evaluation system focuses on professional knowledge and skills, ignoring the assessment of students' ideological and political literacy, making it difficult to effectively guide the optimization of ideological and political teaching.

Existing studies have explored the integration of ideological and political elements into tourism courses and the construction of ideological and political demonstration courses [1-3], but there are still deficiencies: first, the excavation of ideological and political elements is not in-depth enough, lacking systematic sorting based on local cultural resources; second, the integration path is not smooth, failing to form a closed-loop design combining pre-class, in-class, and after-class; third, the evaluation mechanism is not perfect, lacking quantitative and process-oriented evaluation indicators. This study fills the research gap by constructing a localized and operable ideological and political demonstration course construction path.

1.3 Research Design

1.3.1 Research objects

100 students from 4 classes of tourism management majors (Grade 2021-2025) in a local university in Northern Shaanxi, and 10 cooperative cultural tourism enterprises and local cultural institutions

1.3.2 Research methods

Questionnaire survey (distributing 100 student questionnaires and 10 enterprise/institution questionnaires to collect data on students' ideological and political literacy, cultural confidence, and professional ethics), semi-structured interviews (conducting in-depth interviews with 10 key informants including professional teachers [4], enterprise managers, local cultural experts, and student representatives), case analysis (tracking and analyzing 10 typical ideological and political teaching cases such as "Red Culture Interpretation" and "Ecological Protection Practice"), and comparative experiment (selecting 2 classes as the experimental group adopting the new construction path and the control group adopting the traditional mode for a 2-year comparative study).

1.3.3 Research objectives

Construct a systematic construction framework of ideological and political demonstration course in "Fundamentals of Tourism Guiding" adapting to the background of cultural and tourism integration [5].

Verify the effectiveness of the framework in improving students' cultural confidence, national awareness, and professional ethics.

Form replicable experience for the ideological and political construction of tourism-related courses in regional colleges and universities.

2 PRACTICAL DILEMMAS IN TRADITIONAL IDEOLOGICAL AND POLITICAL CONSTRUCTION

2.1 Disconnection Between Ideological and Political Elements and Curriculum Content

Traditional ideological and political education in "Fundamentals of Tourism Guiding" often adopts the mode of "additional lectures" or "independent modules", which is not organically integrated with professional knowledge. For example, when teaching historical culture modules, only the knowledge of historical events and cultural relics is introduced, but the ideological and political connotations such as cultural confidence and national spirit contained in them are not excavated [6]; when teaching scenic area operation modules, only operational skills are emphasized, but the professional ethics such as integrity service and ecological protection are not penetrated. This separation leads to students' perception of ideological and political education as "extra burden", resulting in poor educational effect.

2.2 Lack of Localization and Depth of Ideological and Political Resources

Most of the ideological and political cases used in teaching are general cases such as national red landmarks and model figures, while the rich ideological and political resources contained in local cultural tourism resources in Northern Shaanxi are not fully excavated. For example, the red culture represented by Yangjiagou Revolutionary Site and Shenquanbao Revolutionary Memorial Hall, the traditional culture represented by Shimao Site and Tongwancheng, and the ecological culture represented by Hongjiannao Wetland and Wuding River Ecological Restoration have unique ideological and political education value, but they are rarely integrated into teaching [7-8]. The lack of localized resources makes it difficult for students to connect ideological and political concepts with local practice, resulting in weak emotional identity.

2.3 Single Implementation Method and Insufficient Practical Empowerment

Ideological and political education is mainly carried out through classroom theoretical explanation, lacking the combination with practical teaching links such as on-site explanation, project design, and public welfare services. Students only passively accept ideological and political knowledge, but fail to temper their values in practical activities. For example, when teaching the concept of "ecological protection", only theoretical knowledge such as relevant laws and policies is explained, but students are not organized to participate in ecological protection practices in scenic areas, resulting in the disconnection between students' cognitive level and behavioral habits.

2.4 Imperfect Evaluation System and Lack of Guidance

The traditional evaluation system focuses on the assessment of professional knowledge and skills, with ideological and political literacy accounting for less than 5% of the total score. The evaluation content is vague, mainly relying on qualitative descriptions such as "good ideological quality" and "positive attitude", lacking quantitative indicators and process-oriented evaluation. The evaluation subject is single, mainly relying on teachers' subjective evaluation, without the participation of enterprises, service objects, and other subjects. This makes it difficult to comprehensively and objectively reflect the effect of ideological and political education, and fails to provide effective guidance for the optimization of teaching.

3 CONSTRUCTION FRAMEWORK OF IDEOLOGICAL AND POLITICAL DEMONSTRATION COURSE

3.1 Concept Orientation: Anchoring the Trinity Educational Goal

Centering on the core requirements of ideological and political education and the characteristics of cultural and tourism talents training, the trinity educational goal of ideological and political demonstration course is clarified:

National awareness cultivation: Through red culture, Great Wall culture, and other resources, strengthen students' recognition of the path, theory, and system of socialism with Chinese characteristics, and stimulate their patriotic feelings and sense of family and country.

Cultural confidence shaping: Dig deep into the connotations of Chinese excellent traditional culture, revolutionary culture, and advanced socialist culture contained in local resources, and enhance students' pride and identity in Chinese culture.

Professional ethics development: Integrate socialist core values, industry norms, and professional ethics into teaching, and cultivate students' professional qualities such as integrity, dedication, and responsibility.

Guided by this goal, the principle of "three organic integrations" is established: organic integration of ideological and political elements with curriculum content, organic integration of ideological and political education with practical teaching, and organic integration of ideological and political evaluation with ability assessment, to avoid formalistic ideological and political education.

3.2 Content Reconstruction: Building a Localized Ideological and Political Element Library

Based on the characteristics of Northern Shaanxi's cultural tourism resources, a four-dimensional ideological and political element library is constructed, covering national awareness, cultural literacy, moral cultivation, and ecological responsibility, and each dimension is matched with typical local cases:

National awareness dimension: Taking Yangjiagou Revolutionary Site ("December Conference" site), Shenquanbao Revolutionary Memorial Hall ("Three Main Rules of Conduct and Eight Points for Attention" promulgation site) and other red resources as carriers, interpret the strategic wisdom, and strengthen students' confidence in the path and system; taking Zhenbeitai and the Yulin section of the Great Wall as cases, compare the "responsibility of defending the country" in ancient times with the "cultural protection" in modern times, and stimulate students' sense of family and country.

Cultural literacy dimension: Taking Shimao Site (4,300-year-old prehistoric stone city) and Tongwancheng (capital of the Xiongnu Daxia Kingdom) as the basis, tell the origin of Chinese civilization and the integration of multiple ethnic cultures, and enhance cultural confidence; taking Northern Shaanxi Folk Song Museum and Suide clay sculpture as carriers, inherit the excellent traditional culture and craftsman spirit of the Chinese nation.

Moral cultivation dimension: Taking the millennium jujube garden in Nihegou Village, Jiaxian County ("integrity management and traditional planting") as an example, interpret the socialist core values of "dedication and integrity"; taking model figures such as Zhang Guimei and Yuan Longping as references, cultivate students' dedication spirit and professional awe.

Ecological responsibility dimension: Taking the protection of red-crowned cranes in Hongjiannao and the ecological restoration of the Wuding River Basin as cases, explain the concept of "lucid waters and lush mountains are invaluable assets" and the relevant provisions of the Yellow River Protection Law, and strengthen students' ecological protection awareness.

3.3 Method Innovation: Implementing the "Three-Link" Integration Mode

To realize the in-depth integration of ideological and political education with teaching, an innovative "three-link" implementation mode is adopted:

Five-minute ideological and political introduction before class: At the beginning of each class, set up a "cultural tourism ideological and political micro-sharing" link, with themes such as "the ecological persistence of Shi Guangyin, a desert control hero in Northern Shaanxi" and "the original aspiration and mission of red tour guides", to quickly focus on value themes and lay an ideological foundation for classroom teaching.

Ideological and political penetration through in-class cases: Integrate ideological and political elements into each knowledge module. When teaching the tourism geography module, introduce the national spirit of "perseverance and perseverance" symbolized by the Hukou Waterfall of the Yellow River; when teaching the scenic area operation module,

analyze the case of a travel agency in Shaanxi being fined for "unreasonable low-price tours" to emphasize the importance of abiding by the law and practicing professionally; when teaching the resource development module, take the "design of red study tour routes in Northern Shaanxi" as an example to guide students to inherit revolutionary culture.

Ideological and political tempering through after-class practice: Organize students to carry out practical activities with ideological and political connotations. Participate in public welfare lectures on "red culture entering campuses and communities" to spread revolutionary spirit in explanations; carry out volunteer services for "Great Wall ecological protection" to practice ecological responsibility; encourage students to integrate red stories and folk culture into tour guide script design, and spread Chinese culture in practice.

3.4 System Guarantee: Establishing a Three-Dimensional Closed-Loop Evaluation System

To strengthen the guiding role of ideological and political education, a three-dimensional closed-loop evaluation system is constructed:

Diversification of evaluation subjects: Form a multi-subject evaluation team consisting of "teachers + enterprise mentors + service objects". Enterprise mentors focus on evaluating students' professional ethics and sense of responsibility in practical work; service objects evaluate students' cultural communication effect and service attitude; teachers evaluate students' mastery of ideological and political knowledge and integration ability.

Literacy-oriented evaluation content: Incorporate ideological and political indicators such as "cultural confidence performance", "professional integrity", and "ecological protection awareness" into the assessment system, accounting for 15% of the total score. The specific indicators include the accuracy of interpreting ideological and political connotations in explanations, the performance of abiding by professional ethics in practice, and the participation in public welfare activities with ideological and political themes.

Process-oriented evaluation methods: Adopt a combination of process evaluation and result evaluation. Process evaluation includes classroom micro-sharing, case analysis performance, and practical activity participation; result evaluation includes the ideological and political connotation of tour guide scripts, the effect of cultural communication in practical work, and the evaluation of cooperative enterprises. Avoid "one examination determines the outcome" and comprehensively reflect the effect of students' ideological and political literacy improvement.

3.5 Support Empowerment: Building a Collaborative Resource Support System

Teaching team support: Establish an ideological and political teaching team composed of professional teachers, local cultural experts, and enterprise mentors. Organize special training on ideological and political education for professional teachers, invite local cultural experts to give lectures on cultural connotations, and arrange enterprise mentors to guide students' professional ethics in practice, improving the professional level of ideological and political teaching.

Practice platform support: Build 12 ideological and political practice bases, including Yangjiagou Revolutionary Site, Hongjiannao Wetland, and the millennium jujube garden in Nihegou Village, to provide on-site teaching scenarios for ideological and political practice; cooperate with local cultural tourism events such as the Northern Shaanxi Tourism Development Conference and the Great Wall Cultural Festival to provide students with opportunities for ideological and political practice such as cultural explanation and public welfare services.

4 PRACTICAL EFFECTS

4.1 Significant Improvement of Students' Ideological and Political Literacy

The questionnaire survey shows that 93% of students in the experimental group have a deep understanding of the connotation of cultural confidence, which is 62 percentage points higher than that of the control group (31%); 91% of students are willing to take spreading Chinese culture as their own responsibility, which is 58 percentage points higher than that of the control group (33%); 89% of students can consciously abide by professional ethics such as integrity service, which is 55 percentage points higher than that of the control group (34%). In the professional skills competition, 85% of the students in the experimental group integrated ideological and political elements into their tour guide explanations, and their works were highly praised by the judges for their "rich cultural connotations and positive value orientation".

4.2 Remarkable Enhancement of Course Influence

The course has been rated as a school-level "ideological and political demonstration course" and a provincial-level "first-class undergraduate course". The constructed localized ideological and political element library and teaching case book have been adopted by 6 colleges and universities including Yan'an University and Yulin Vocational and Technical College, forming a replicable "Northern Shaanxi model" for the ideological and political construction of tourism courses.

5 CONCLUSIONS

This study constructs a construction framework of ideological and political demonstration course in "Fundamentals of Tourism Guiding" featuring "value guidance - content integration - practice empowerment - evaluation closed-loop" under the perspective of cultural and tourism integration. By excavating localized ideological and political resources, innovating the "three-link" integration mode, and establishing a three-dimensional evaluation system, the study effectively solves the practical dilemmas of traditional ideological and political construction such as disconnection between content, single method, and imperfect evaluation.

Empirical research shows that this framework has significantly improved students' ideological and political literacy such as cultural confidence, national awareness, and professional ethics, and achieved remarkable results in course construction, social services, and industrial support. The innovation of this study lies in: taking local cultural tourism resources as the carrier, realizing the localized transformation of ideological and political elements, solving the problem of insufficient pertinence of ideological and political education; constructing a closed-loop design combining pre-class, in-class, and after-class, realizing the whole-process penetration of ideological and political education; establishing a multi-subject and process-oriented evaluation system, ensuring the effectiveness and sustainability of ideological and political education.

The construction path has strong replicability and promotion value. For regional colleges and universities with rich cultural tourism resources, they can learn from this framework, combine local resource characteristics and professional teaching needs, adjust and optimize the ideological and political element library, integration mode, and evaluation system, and carry out the construction of ideological and political demonstration courses. In the future, we will further deepen the integration of digital technology and ideological and political teaching, develop intelligent teaching tools such as VR ideological and political practice scenarios, and continuously improve the quality and efficiency of ideological and political education, so as to make greater contributions to the cultivation of high-quality cultural and tourism talents with "moral integrity and professional skills".

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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