

Ideological and Political Teaching Reform and Practice of Introduction to Tourism from the Perspective of Lide Shuren

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Abstract: In the current field of education, Lide Shuren has become the central link of education reform. Taking the course of “Introduction to Tourism” as an example, this study discusses the reform and practice of ideological and political teaching in the perspective of Lide Shuren. First, a series of teaching reform measures are proposed and implemented, including the introduction and use of case teaching methods, and the reform of teaching evaluation methods. These reform measures are aimed at improving the quality of teaching and better achieving the goal of establishing morality and cultivating people, that is, cultivating students’ character, improving students’ moral qualities, and enabling students to become people with professional knowledge and skills in tourism, as well as good moral qualities. The goal of this paper is to provide specific teaching reform ideas, to provide reference for courses in tourism and other fields, and to promote the practice of the educational concept of Lide Shuren in higher education. It is hoped that this study can provide enlightenment for educators, help educators to implement teaching reform more effectively, improve teaching quality, and realize the educational goal of moral education.

Keywords: Lide Shuren; Introduction to Tourism; Ideological and Political Course

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Introduction:

In the 21st century, China’s education is undergoing unprecedented changes. Lide Shuren has become the central link of education, which aims to emphasize the all-round development of students, including knowledge and skills. It also includes the educational concept of moral quality and social responsibility. In this context, how to naturally integrate ideological and political elements into the course of “Introduction to Tourism” and implement ideological and political teaching has become a problem that educators need to think about and explore.

1. Reasons for Ideological and Political Teaching Reform of “Introduction to Tourism” from the Perspective of Lide Shuren

1.1 The Integration Demand of Socialist Core Values

Under the current social situation, establishing morality and cultivating people has become the core task and basic requirement of education in our country, and the socialist core values are the important content of establishing morality and cultivating people. As a basic course of tourism major, “Introduction to Tourism” lays the foundation for the cultivation of tourism professionals. Therefore, it is necessary to integrate socialist core values into the curriculum and carry out ideological and political teaching reform.

1.2 The Combination Demand of Professional Courses and Ideological and Political Education

From the traditional point of view, professional courses and ideological and political courses are often carried out

separately, but this teaching mode can not fully stimulate students' interest and initiative in learning. Therefore, we should actively combine ideological and political education with professional courses, so that students can receive ideological and political education in the process of learning professional knowledge, and enhance their sense of identity and belonging of socialist core values.

1.3 The Needs of Training Tourism Professionals in the New Era

In the new era, the development of tourism requires a large number of high-quality and highly skilled tourism professionals. These talents not only need to master professional skills, but also need to have good ideological and moral quality and social responsibility. Therefore, the ideological and political teaching reform of the course of "Introduction to Tourism" and the cultivation of students' socialist core values are important ways to realize the cultivation of tourism professionals in the new era.

2. Ideological and political teaching reform plan of "Introduction to Tourism" course from the perspective of Lide Shuren

2.1 Reform of teaching content

From the perspective of Lide Shuren, teachers need to reorganize the teaching content of "Introduction to Tourism" to better meet the training needs of socialist core values and ensure the implementation of the training goals of tourism professionals in the new era.

2.1.1 Integration and optimization of the content of ideological and political theory in the course

First of all, relevant ideological and political theory content can be introduced into the curriculum, such as traditional Chinese virtues, socialist core values, "two mountains theory", craftsman spirit, red spirit, etc., to improve students' ideological and theoretical literacy. At the same time, teachers need to combine these theoretical content with the actual content of tourism, so that students can naturally receive ideological and political education in the process of learning tourism knowledge.

2.1.2 The introduction of ideological and political education content in tourism practice

Secondly, teachers can introduce ideological and political education content in tourism practice. For example, in tourism practice activities, students can be guided to pay attention to the impact of tourism on social and economic development, the responsibility of tourism for environmental protection, and the role of tourism in cultural heritage, so as to help students form a correct sense of social responsibility and cultural consciousness.

2.1.3 Deep Integration of Interdisciplinary Knowledge and Introduction to Tourism

Finally, teachers can deeply integrate interdisciplinary knowledge with Introduction to Tourism. For example, the knowledge of economics, management, culture, environmental science and other disciplines can be integrated into the teaching of tourism to broaden students' knowledge horizons and improve students' professional quality.

2.2 The Reform of Teaching Method

2.2.1 Introduction and practice of case teaching method

Case teaching method is an important teaching method. It can combine theoretical knowledge with practical problems to help students understand and apply knowledge.

In Introduction to Tourism, teachers can select appropriate cases from news reports, academic journals, policy documents, or their own field trips. For example, teachers can choose some successful tourism project cases, such as the operation strategy of Disneyland, the tourism management of Notre Dame de Paris, and the sustainable tourism development of Tibet. These cases can cover all aspects of tourism, such as the planning and management of tourism projects, tourism marketing strategies, the impact of tourism on local economies, and the impact of tourism on the environment and culture. Subsequently, teachers can guide students to analyze cases from multiple perspectives. For example, for the case of Disneyland, students can analyze from the perspective of market positioning, brand management, customer service, operation strategy, etc. Teachers can ask some specific questions to guide students to think and discuss deeply, such as: "What are the success factors of Disneyland?", "How does Disneyland deal with emergencies, such as weather changes, equipment failures, etc.?", "How does Disneyland balance economic benefits and social responsibilities?" and so on. Through case analysis, students can improve their thinking ability, judgment ability and problem-solving ability. For example, students can learn how to conduct market analysis, how to formulate marketing strategies, how to manage tourism projects, how to deal with various problems in the tourism industry, etc. At the same time, students can also see the application of theoretical knowledge in practice from the case, and enhance their interest and motivation in learning. After each case analysis, teachers can guide students to reflect and summarize. For example, teachers can ask students, "What did you learn from this case?", "What do you think of this case?", "What would you do if you were the manager of this case?", etc. Through reflection and summary, students can deepen their understanding of knowledge and improve their critical thinking skills.

2.2.2 Implementation of flipped classroom

The core of flipped classroom is to adjust the time inside and outside the classroom, transfer the decision-making power of learning to students, and let students learn the course content by themselves through the Internet before class. Classroom time is mainly used for discussion, questioning and problem solving ^[1]. In the course teaching of “Introduction to Tourism”, teachers can try to put some theoretical teaching contents before class so that students can learn by themselves. Class time is mainly used to discuss and answer students’ questions and enhance students’ initiative and participation.

2.3 The Reform of Teaching Evaluation

2.3.1 Diversified evaluation methods: from a single examination evaluation to a multi-dimensional comprehensive evaluation, knowledge and skills evaluation: through examinations or homework to evaluate students’ knowledge and skills

Evaluation of practical ability: Evaluate students’ practical ability through projects or internships. For example, students can design and implement travel routes, and then evaluate their practical ability according to their performance.

Evaluation of attitudes and values: Evaluate students’ attitudes and values through observation and interviews. For example, observe students’ performance in group discussions, understand students’ attitudes towards cooperation and justice; understand students’ views and understanding of tourism through interviews, and understand students’ values ^[2].

2.3.2 Reinforcement of process evaluation: moving from result-oriented to process and results

In the reform of teaching evaluation, teachers should strengthen the process evaluation and shift from result-oriented to process and result. Specifically, teachers should not only pay attention to the final results of students, such as test scores or project results, but also pay attention to the learning process of students, such as learning strategies, learning attitudes, and learning difficulties and challenges ^[3].

Conclusion:

Comprehensive research results, through the introduction and use of case teaching method, as well as the reform of teaching evaluation, can better achieve the goal of moral education, improve the teaching quality of “Introduction to Tourism” course. These reforms and practices can not only improve students’ theoretical knowledge and practical ability, but also help students establish correct values and improve their moral quality. Especially under the background of the current socialist core values, teaching reform and practice will have a positive impact on the cultivation of tourism talents with social responsibility, professional quality and humanistic spirit. In addition, this study also provides a reference for the teaching reform of other professional courses, and provides a new path for promoting the practice of the educational concept of Lide Shuren.

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