

Research on Strategies for Integrating Red Tourism into the Second Classroom of Business Majors

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Abstract: Due to the unique nature of their majors, students majoring in business will mainly serve national economic, economic, and financial enterprises after graduation in the future. They will receive education on the inheritance of red culture for business students, laying a solid foundation for the correct establishment of their outlook on life and values. Therefore, this article integrates red tourism into the second classroom of business students, Effectively integrating the inheritance of red culture with students' university activities can not only assist in the first classroom education, but also provide more diverse educational channels for students to enhance national confidence and cultivate patriotism.

Keywords: Red Tourism, Business Majors, Second Classroom Education

Introduction

It is very important for college students to carry out second classroom education, which is conducive to cultivating and enhancing their various skills. It is an important platform for promoting the physical and mental growth of college students, establishing interpersonal networks, and establishing lifelong friendships and professional connections. However, at the same time, it was also found that the form of the second classroom was not innovative enough, student satisfaction was poor, and the evaluation of the learning process was not high. How to make good use of this classroom service and the first classroom, so that students can experience joy in learning while improving their professional literacy and emotional cognition, is an urgent problem to be solved at present. While continuously developing various course activities, it has also been found that due to the arrival of the Internet era, various information and communication channels are rushing into the lives of college students. Students have a strong acceptance of new things, but their ability to judge and dialectically analyze the essence of things still needs to be improved, and they are susceptible to external temptations. Therefore, it is necessary to guide their ideological consciousness correctly, Although ideological and political courses have been included in the talent training programs of university students, and various professional courses are actively reforming ideological and political courses, the problem that comes with it is that the intake of ideological and political courses and the explanation of core knowledge points need to be implemented in both directions during the established class hours, resulting in confusion in students' focus points and sometimes uneven distribution of the two, At this point, effective supplementation and application are needed in the second classroom. This study effectively integrates red tourism into the second classroom activities of professional students, solves the current problems in second classroom education, and provides reference significance for the development of second classroom activities in other majors.

1. Analysis of the Current Situation of Business Majors Carrying out Second Classroom Activities

1.1 The main forms of second classroom activities for business students

Currently, the second classroom for business students can be classified into five categories based on the content and nature of the

activities: club activities, subject competitions, scientific research training, academic and cultural activities, and social work.

1.1.1 Club activities

The main and favorite form of activity that business students currently participate in is club activities. Student clubs have become a platform for college students to express themselves and continuously develop their potential. There are many types of student clubs, such as stock trading associations, dance associations, drama clubs, calligraphy and painting clubs, etc. Usually, this type of student club activity covers the vast majority of subject categories in universities. From the perspective of recent development, the scope of involvement in the field of business is broader and the participation is broader. Currently, various student associations are guided by the concept of higher education, aiming to enhance students' enthusiasm, subjective initiative, participation, and teamwork, which is one of the campus practical activities.

1.1.2 Subject competitions

The subject competition provides a platform for business students to show their domain knowledge and skills in their professional disciplines. Business students can effectively improve their critical thinking, problem solving and analytical skills by participating in subject competitions. Participating in subject competitions can enhance students' confidence and self-esteem. The success in these competitions validates their knowledge and abilities, providing a sense of achievement and recognition. Interacting with peers with similar interests and academic passions in competitions can cultivate meaningful connections, allow for intellectual exchange, and broaden students' horizons. These experiences can have a lasting positive impact on college students, preparing them for success in their chosen fields, and enriching their educational journey.

1.1.3 Social Work

Social work is about improving business students' service abilities and innovating their thinking. Social practice plays a crucial role in the lives of college students, providing opportunities for personal growth, community participation, practical application of knowledge, cultural understanding, leadership development, and a sense of purpose. It enriches the experience of universities and provides students with valuable skills, experiences, and perspectives that will benefit them throughout their lives. Participating in social practice can help college students develop important life skills and qualities. Through interaction with different individuals and groups, students learn to communicate effectively, cultivate empathy, understand different views, and cooperate with others. These experiences contribute to personal growth and help students become more sociable, adaptable, and culturally aware individuals. For example, by participating in volunteer work and community service projects, students contribute to social causes, solve social problems, and have a positive impact on the lives of others. Community participation has fostered a sense of responsibility, citizenship and empathy, as well as links with people from different backgrounds.

1.1.4 Academic and cultural activities

The implementation of academic and cultural activities can help promote the intellectual growth and academic skills enhancement of college students, such as lectures, seminars, workshops, and research projects, and promote their intellectual growth. These activities provide opportunities for students to explore new ideas, conduct critical thinking and expand their knowledge and understanding of various disciplines. On the other hand, cultural activities expose students to different perspectives, artistic forms, and cultural expressions, enhance their appreciation of different cultures, and broaden their knowledge horizons. Students can be exposed to different traditions, languages, and customs. This kind of contact promotes cross-cultural understanding, empathy and appreciation of diversity, and helps students to control the multicultural environment and become global citizens with cultural ability.

1.1.5 Innovation and Entrepreneurship Competition Training

At present, in order to better improve the innovative thinking of college students and stimulate their enthusiasm for innovation and entrepreneurship, especially business students, the country and all colleges and universities hold an innovation and entrepreneurship contest or "Internet plus" innovation and entrepreneurship contest every year, which gradually becomes the export and platform of innovation and entrepreneurship for college students. Through this competition, a group of innovative and entrepreneurial newcomers emerge every year. So, every university should build a platform for innovation and entrepreneurship

competitions, strive to join the Innovation and Entrepreneurship University Alliance, actively encourage and organize various students to participate in competitions across majors, disciplines, and universities, and strive to achieve the highest value of integrated development.

1.2 The problems that arise when business students engage in second classroom activities

1.2.1 Insufficient cultural guidance in the second classroom, with single teaching content and format

The current form of the second classroom is mainly based on students' interests, but in the teaching process, due to the lack of a systematic approach, the talent development plan for the second classroom is not in line with students' needs. Many activities and classroom activities are still conducted in the form of watching videos explained by teachers. Writing experiences in such a simple and insufficient form, students' enthusiasm for this is not strong. At the same time, due to the popularity of media dissemination, students are greatly influenced by the outside world: "European and American style", "Japan and South Korea" have become their most respected idols, and they have no understanding of the symbols and stories of their own national culture. At the same time, due to the incomplete establishment of personal cognition, there are still certain misunderstandings about the consideration of social values, which are easily influenced by negative culture.

1.2.2 Insufficient depth of integrating red cultural resources into the teaching content of the second classroom

Although there have been many active practical explorations in integrating red culture into the second classroom, all of which have been excavated to showcase the strengths of various universities. However, looking at the overall situation, the integration of red cultural resources is only carried out within one's own campus, and there is a lack of forms and cases of red cultural exchange among universities. The second classroom is originally a space for students to exert themselves, and good communication channels should be established for active communication. At the same time, the form is also concentrated in singing and dancing recitation, and the innovative type is relatively single. The means of inheriting excellent local culture such as red culture and folk culture are single, often only through video promotion and story explanation, lacking the enhancement of students' sense of experience and the creation of ways to deeply perceive them.

2. Necessity Analysis of Developing the Second Classroom for Business Students Based on Red Tourism

2.1 Red tourism can effectively compensate for the shortcomings of the first classroom in cultivating students' anti Japanese spirit

The first classroom for business students mainly focuses on the teaching and training of standardized, rule-based, and logical knowledge and skills, with insufficient exposure to humanities, professional history, and local history. Red tourism has an immersive teaching atmosphere, reflective learning process, and comprehensive goal effects, which can provide students with a tangible experience and perception of red culture. Red tourism can allow business students to intuitively see and touch the economic environment learned in the first classroom, which is presented to people through the efforts of countless revolutionary martyrs. It will enable them to better understand the development process of the national economy and deeply integrate the professional knowledge and patriotism of the first classroom. The thematic teaching nature of red tourism can also break the professional boundaries of different categories, emphasizing the integration of knowledge and skills, as well as the ability to comprehensively apply various disciplinary knowledge to think problems. It is conducive to comprehensively cultivating students' anti Japanese spirit from multiple dimensions and making up for the limitations of the first classroom. Red tourism is a form of activity that combines tourism, visits, and practical training, which is quite observational, interesting, and operational. It can effectively overcome the rigidity of the first

classroom.

2.2 Red tourism can effectively compensate for the limitations of the second classroom space and resources

At present, the business major is based on the platform of school enterprise cooperation, and regards cooperative enterprises as an important part of the second classroom learning and practice for business students. In addition, due to the need for production practice and technology research and development, especially during peak production seasons and business hours, which are limited by the production ontology function, there are often many obstacles to using enterprises as a venue for conducting the second classroom. Red tourism provides a new channel to address the aforementioned issues, providing business students with a resource rich experiential teaching environment that allows them to fully experience red culture and local economic culture without considering issues such as affecting production practices. At the same time, current red tourism is more integrated with economy, politics, and history, equipped with a complete research education system and process learning materials - research manuals, allowing students to think and actively provide teaching feedback during learning. At the same time, they can combine their professional knowledge background and theoretical knowledge to form a system that combines with the footprints of history to seek roots and ancestors, and have a more comprehensive and intuitive experience of history. It plays a positive role in promoting the establishment of students' correct values and philosophical views.

3. The Implementation Path of Developing the Second Classroom for Business Students Based on Red Tourism

Carrying out the second class for business students through Red Tourism can provide students with a comprehensive understanding of the history of the Anti Japanese War, local folk culture, economic history, and various aspects. Based on the characteristics of business students, the innovation of the second classroom can be carried out through the following paths:

1. Business major student needs assessment (analyzing, studying, and judging student situation): Firstly, evaluate the needs of students and industries, as well as personal interests. Through in-depth analysis of questionnaire stars, interviews, and professional course teachers, this study analyzes the learning situation of students from different majors, assesses students' needs for red culture and their level of professional cognition, and lays the foundation for the integration of the two.

2. Course development: With red research as the main entry point, covering different aspects of the business industry, including its history, principles, management, marketing, sustainable practices, and impact on local communities. Collaborate with qualified and experienced institutions such as tourism enterprises and travel agencies to integrate technology and digital skills into research courses.

Effective research and development of the assessment mechanism for the curriculum, with student-centered approach and the goal of cultivating patriotism and family loving consciousness, will be carried out to build a complete curriculum ecosystem, and organic modifications and improvements will be made based on different professional characteristics.

3. Curriculum innovation: Most areas of red tourism are located in rural areas, and innovation and entrepreneurship education are organically integrated while conducting curriculum learning. The school level should do a good job in top-level design, actively build a platform for cooperation between village collective organizations and schools, and students should also carry out certain social service practices while studying, so as to better practice the sense of serving the people in practice. At the same time, I also combine my professional knowledge with production practice to achieve the effective application of knowledge conversion.

4. Implement the "Second Classroom Transcript" system for red tourism: With the aim of improving the management system for developing the second classroom for business students based on red tourism, the "Second Classroom Transcript" can clearly record the routes, interests and concerns of business students participating in red tourism during their school years, as well as the trajectory of their anti Japanese spirit and comprehensive quality growth, so that students have personalized records throughout the entire tourism stage, This transcript is in line with the developmental characteristics of current students, and is presented in two forms: one is video archiving, and a team composed of students themselves will shoot and edit the video, which will serve as their own learning evaluation results. One is a combination of images and text, which is prepared by the course teacher. The images view students' growth and feedback from the teacher's perspective, achieving a warm interaction in the classroom. At the same time, each photo will have warm

words to continue describing, and the research report will be shared to form a grade file. At the same time, after soliciting students' consent, it will be shared within the profession to form peer education on campus.

5. Establish an effective reflection system for the curriculum: not only students need to reflect, but also course teachers need to conduct effective reflection, forming a second classroom teaching course group for business teachers, effectively summarizing the linkage between course design and red tourism, tourism institutions, and course organization forms. At the same time, highly condensed course demonstration cases for research and education are provided, and good information interaction and connectivity are formed between teachers, At the same time, for the current application of the "virtual teaching and research room", we will interact with resources between schools, learn from the excellent experiences of others, and further improve the second classroom talent cultivation plan for students.

Summary

Establishing morality and cultivating talents is the fundamental task of universities. The university stage is a crucial stage for the formation of college students' worldview, outlook on life, and values. College students' value orientation not only determines their own development prospects, but also determines the future of the country and the destiny of the nation. It is an important task for universities to fully utilize red culture to construct and improve the background of business students' lives. Universities should fully leverage the unique advantages of second classroom education. Business students, due to their professional characteristics and differences in future social services, play a crucial role in the country's economic flow and related financial integration. Due to the unique nature of this position, it is particularly important to guide students in the construction of red culture and ideology, Integrating red tourism into the second classroom teaching of business students in the form of red research and education, and efficiently applying this teaching classroom, on the one hand, will form assistance for the first classroom education while promoting the spirit of patriotism, further creating a learning atmosphere for revolutionary traditional culture, telling red stories well, inheriting red genes, and continuously improving the affinity of red culture, Let red culture truly "live" in the application of the second classroom!

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