

Exploring the Integration Path and Practice of Ideological and Political Education in Tourism Management Courses

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Abstract: *With the higher demands placed on talent cultivation goals in the new era, integrating ideological and political education (referred to as "ideological education" or "ideological and political education" in Chinese) into university courses has become an important direction for higher education reform. In this context, the tourism management program, by incorporating ideological education into its curriculum, helps cultivate high-quality talents who possess a strong sense of social responsibility, cultural identity, and service awareness. This paper, based on an analysis of the policy background of ideological education, explores the integration paths and practical methods for incorporating ideological education into the tourism management curriculum. These include the construction of an ideological content system, alignment of curriculum goals with ideological goals, innovative design of teaching content, and the use of diversified teaching methods. The paper also proposes practical paths such as interdisciplinary cooperation, practical teaching, and feedback evaluation mechanisms. The study aims to provide theoretical support and practical guidance for the construction of ideological education in tourism management programs, thereby contributing to the overall improvement of ideological education outcomes in universities.*

Keywords: *Tourism management program; ideological education; ideological education integration; curriculum integration; practical exploration*

Introduction

Under the policy framework of the Ministry of Education promoting the reform of ideological education in courses, university education is advancing toward the fundamental task of "moral education and talent cultivation." Ideological education, by organically integrating political education into various professional courses, achieves the simultaneous transmission of knowledge and guidance of values. As an applied discipline that cultivates cultural communicators and social responsibility practitioners, the tourism management program has significant cultural and social educational attributes. Therefore, integrating ideological education into the tourism management curriculum not only deepens students' professional understanding but also enhances their recognition of social, cultural, and value systems.

1. Background and Significance of Integrating Ideological Education into the Tourism Management Curriculum

1.1 Policy Background and Development Status of Ideological Education in Courses

With the deepening of the educational principles of socialism with Chinese characteristics in the new era, ideological education has become a key direction for educational reform in higher education. The Chinese government, through a series of policy documents, including the "Guidelines for the Construction of Ideological Education in Higher Education Courses," has clearly defined the basic requirements for integrating ideological education into professional courses. The goal is to enhance students' ideological and moral qualities through ideological education. Various professional education programs need to integrate socialist core values, strengthen students' awareness of social responsibility, and foster cultural identity during the knowledge transmission process. This is crucial for cultivating high-quality talents who can meet the demands of the era.

Currently, the widespread implementation of ideological education in Chinese universities has

achieved certain results. Various disciplines have explored ways to incorporate ideological education based on their specific characteristics, gradually forming distinct models of ideological education. However, there are still several challenges in the development of ideological education: first, the integration of ideological content into professional courses is not deep enough, and in some courses, the ideological content is superficial; second, there is insufficient integration of interdisciplinary ideological education resources; and third, the evaluation system is incomplete, affecting the practical effectiveness of ideological education. Research and practice on integrating ideological education into the tourism management curriculum are still in the early stages, with a lack of systematic path design and innovative practices. Therefore, exploring effective paths for integrating ideological education into the tourism management discipline is an important task. ^[1]

1.2 Necessity of Integrating Ideological Education into the Tourism Management Curriculum

As a service-oriented and applied discipline, the tourism management program trains students who will primarily engage in direct social and public-facing work. These students need to possess high levels of professional competence, cultural identity, and service awareness. By guiding students to establish correct values through ideological education, the program helps them better fulfill their role as cultural communicators in their future careers, contributing to the healthy development of the cultural tourism industry. Tourism, as an important channel for cultural communication, subtly influences the public. Therefore, the values and behavior norms of tourism professionals are particularly important in cultural dissemination.

In addition, the content studied by tourism management students includes not only management and economics knowledge but also a deep understanding of regional culture, history, and humanistic qualities. By incorporating ideological education into the curriculum, students' sense of social responsibility can be developed, effectively enhancing their cultural sensitivity and professional ethics in future careers. Ideological education fosters students' recognition of local culture and inspires their intrinsic motivation to spread positive energy in tourism services. Therefore, integrating ideological education into the tourism management curriculum is a key pathway for enhancing students' comprehensive qualities and social service capabilities, which holds significant practical value.

1.3 Core Values of Integrating Ideological Education into the Tourism Management Curriculum

Integrating ideological education into the tourism management curriculum is not only an effective means of cultivating high-quality tourism professionals but also an important strategy for deepening the cultural value guidance in professional education. First, ideological education can imbue tourism management courses with a higher level of cultural awareness and social responsibility. Through systematic ideological education, students not only learn professional knowledge but also enhance their ability to recognize social and cultural issues, thus taking on the responsibility of promoting socialist core values in their services. ^[2]

Second, ideological education can promote students' deep understanding of tourism culture and confidence in local culture. As students in the tourism management program engage with regional cultures in their courses, incorporating ideological content can inspire them to value and protect local cultural heritage. At the same time, students must also understand the etiquette and cultural differences in cross-cultural exchanges, which will strengthen their ability to adapt to different cultures in a globalized context.

Finally, ideological education contributes to the innovation of the tourism management education model, injecting new vitality into the curriculum. Traditional tourism management courses usually focus on management, operation, and skill training. By organically integrating ideological elements, the course content becomes more diversified. Ideological education provides students with theoretical foundations and practical guidance for societal values, helping them develop a sense of professional mission for their future careers. The core value of integrating ideological education is to cultivate a strong sense of social responsibility and cultural dissemination awareness in tourism management students, ensuring that they can carry the responsibility of spreading culture and promoting harmony in the industry.

2. Paths for Integrating Ideological Education into the Tourism Management Curriculum

2.1 Building the Ideological Education Content System in Tourism Management Courses

When constructing the ideological education content system for tourism management courses, attention should be paid to a multi-level, multi-dimensional approach to ensure comprehensive coverage of ideological education. In addition to integrating socialist core values and cultural confidence, topics such as environmental protection, ecological civilization, and harmonious society should also be included. These aspects emphasize the impact of tourism on the natural environment and social sustainability. For example, in the "Ecotourism Management" course, instructors can guide students to think about how to balance tourism development with ecological conservation, advocate for green tourism, and stress the responsibility students should take for nature protection and sustainable development in their future careers.

Moreover, the content system should focus on interdisciplinary integration, as tourism management is a multidisciplinary field closely related to economics, sociology, environmental science, and other areas. Teachers can integrate content from these disciplines and delve into the ideological education elements within them, helping students develop interdisciplinary thinking and a holistic perspective. For instance, in the "Tourism Marketing" course, students not only learn traditional marketing theories but also explore ethics, discussing how to maintain fairness and justice in marketing practices, and establish proper business ethics and social responsibility awareness.

Through the combination of these methods, the ideological education content system in the tourism management curriculum can form a multi-dimensional, integrated educational model that helps students deepen their ideological and political education while mastering professional knowledge. This system not only guides students to establish correct values but also ensures they integrate social responsibility and cultural identity into their future professional work, becoming tourism management professionals with a sense of social responsibility and cultural mission. ^[3]

2.2 Organic Integration of Course and Ideological Education Goals

The organic integration of course goals and ideological education goals goes beyond merely adding ideological content as an auxiliary element; it involves making ideological education a core component of the overall course design. To achieve this integration, teachers should design course content systematically, blending ideological education with professional knowledge teaching to foster mutual promotion.

For example, in the "Tourism Marketing" course, in addition to teaching professional knowledge like market analysis, brand promotion, and marketing strategies, instructors can also guide students to think deeply about how to adhere to ethics and social responsibility in marketing practices, avoiding excessive commercialization and resource exploitation. This approach encourages students to adopt a responsibility-oriented marketing mindset, emphasizing environmental awareness and respect for culture. In this process, ideological education goals can be naturally integrated through teaching methods such as case studies and problem-based learning, allowing students to understand the importance of social responsibility and cultural ethics while mastering professional skills.

To further enhance the integration of course and ideological education goals, teachers can incorporate additional activities, such as organizing students to participate in social practices and public welfare projects. These activities encourage students to put responsibility and values into practice. By combining classroom knowledge with social practice, students not only improve their professional abilities but also foster comprehensive development of their ideological and political qualities.

Ultimately, the organic integration of course and ideological education goals requires teachers to focus not only on developing students' knowledge and skills but also on cultivating their values and social responsibility. Through this integration, students will not only acquire professional knowledge but also develop value systems that emphasize social responsibility, becoming tourism management professionals with ideals, ethics, culture, and a sense of responsibility.

2.3 Innovative Design of Teaching Content and Organic Embedding of Ideological Education Elements

The innovative design of teaching content is one of the specific paths for integrating ideological

education into the curriculum. The curriculum of tourism management is highly practical and application-oriented, so when designing innovative teaching content, it is essential to organically integrate ideological education elements with course knowledge to enhance both educational effectiveness and relevance. First, teachers should innovate traditional teaching content in line with industry trends and societal needs. This includes incorporating core values of ideological education into topics such as sustainable tourism, green tourism, and cultural tourism. For example, in the "Ecotourism Management" course, teachers can use case studies related to environmental protection to help students understand the close relationship between environmental protection and social responsibility, cultivating students' abilities in sustainable development and social responsibility in tourism management.

Second, the innovative design of teaching content should also emphasize interdisciplinary knowledge integration. By introducing theories from fields such as sociology, psychology, and cultural studies, teachers can provide students with a broader perspective. Through the integration of ideological education elements from these disciplines, students will gain a deeper understanding of the social value and humanistic significance of tourism management. By innovating the design of teaching content, students' understanding of professional knowledge can be enhanced, allowing them to consciously integrate ideological education into their future careers.

2.4 Diversification of Teaching Methods and Application of Multiple Teaching Approaches

The diversification of teaching methods and approaches is a key tool for effectively integrating ideological education into courses. The continuous development of modern teaching technologies provides new innovative methods for ideological education. First, teachers can use various teaching approaches, such as case studies, situational teaching, and problem-based learning, to encourage students to engage and think interactively. By discussing moral dilemmas and cultural conflicts in the tourism industry, students not only learn about the practical operations of tourism management but also strengthen their awareness of social responsibility and cultural identity, improving their ideological education^[4].

Additionally, modern information technologies can be leveraged by teachers through online learning platforms, virtual simulation technologies, and online seminars to enhance classroom interactivity and practical engagement. For example, using virtual reality (VR) to simulate on-site cultural heritage protection allows students to experience the value of cultural tourism firsthand, reinforcing their sense of responsibility for cultural preservation. The use of social media and short video platforms is also an innovative method. Teachers can guide students to create culturally relevant content connected to ideological education and encourage students to participate in cultural tourism promotion, thus improving their social responsibility and practical skills.

3. Practical Exploration of Integrating Ideological Education into Tourism Management Courses

3.1 Interdisciplinary Cooperation and Integration of Ideological Education Resources

Interdisciplinary cooperation and the integration of ideological education resources are essential practical paths for implementing ideological education in tourism management courses. As the development of ideological education deepens, traditional, single-disciplinary teaching can no longer meet the contemporary educational requirements for students' comprehensive qualities. Effective implementation of ideological education in tourism management courses requires collaboration with other disciplines, such as sociology, cultural studies, and ethics, through resource integration to achieve a synergistic educational effect.

Interdisciplinary cooperation is reflected not only in the overlap of knowledge content between disciplines but also in the integration of teaching methods and educational philosophies. For example, by combining sociology and cultural studies, course modules can be designed to guide students in understanding the relationship between tourism and society, as well as between tourism and culture. This helps cultivate students' cultural awareness and sense of social responsibility. Furthermore, tourism management faculty should collaborate with instructors of ideological and political theory courses to jointly explore how to effectively integrate elements such as core values of ideological education, social ethics, and collectivism into tourism management curricula. This interdisciplinary collaboration will enhance the multidimensional and in-depth nature of teaching, contributing to the holistic development of students in terms of knowledge, skills, and values.^[5]

Through interdisciplinary cooperation, ideological education resources can be optimized and

integrated, creating a synergistic effect. This not only enriches course content but also improves the relevance and timeliness of teaching, helping students better understand the connection between theory and practice and enhancing their sense of social responsibility and cultural confidence.

3.2 Integration of Practical Teaching and Social Responsibility Education

Practical teaching is a crucial component of ideological education, and its integration with social responsibility education is an effective way to enhance students' values and professional ethics. In the teaching of tourism management, practical teaching involves not only the application of knowledge and skills but also the cultivation of students' sense of social responsibility, collectivism, and moral obligations. By incorporating social responsibility education into practical teaching, students are better able to recognize the importance of social responsibility and ethical standards in real-world contexts.

Specifically, students can be directly involved in fulfilling social responsibilities through activities such as off-campus internships, social research, and cultural project planning. For instance, during internships in tourism planning and management, students should not only focus on the design and operation of tourism products but also consider how tourism can promote cultural dissemination, environmental protection, and social welfare. Through hands-on experiences and reflection, students can gradually establish correct social values and a sense of responsibility. Additionally, tourism management programs can collaborate with local governments, social organizations, and cultural enterprises to initiate projects focused on social responsibility. By participating in community cultural development, public welfare tourism activities, and similar initiatives, students will better understand the far-reaching impact of tourism on society and their own social responsibility as industry professionals. ^[6]

This integration not only improves students' practical abilities but also strengthens their sense of social responsibility and public spirit, laying a solid ideological and political foundation for their future careers.

3.3 Establishment of Student Feedback and Ideological Education Effectiveness Evaluation Mechanism

To ensure the effective implementation of ideological education in tourism management courses, it is crucial to establish a scientific and comprehensive evaluation mechanism. The creation of a student feedback and ideological education effectiveness evaluation system not only helps assess the actual impact of teaching but also provides data support and theoretical foundations for further improvements in course content and teaching strategies.

Firstly, student feedback is an important tool for evaluating the effectiveness of ideological education. Teachers can collect feedback through regular classroom evaluations, surveys, and discussion sessions to understand students' opinions on the integration of ideological content into teaching, as well as their acceptance, recognition, and the influence of ideological education. Additionally, feedback on students' learning outcomes can be analyzed to determine whether ideological elements have effectively contributed to the students' ideological transformation and increased social responsibility. After the course concludes, feedback from students can provide valuable insights into the effectiveness of ideological education, allowing teachers to adjust their teaching strategies and content accordingly.

Secondly, the evaluation mechanism should include both quantitative and qualitative assessments of students' ideological and political qualities. Quantitative assessments can include final exams, papers, and project reports to evaluate students' understanding and application of course content. Qualitative assessments, on the other hand, focus on a deeper analysis of the effects of ideological education, such as improvements in students' behavior, social responsibility, and moral standards, assessing the actual impact of ideological education on their personal growth.

By establishing a scientific feedback and evaluation system, the implementation of ideological education in tourism management courses can become more systematic and precise. The evaluation results will provide data support for future improvements in ideological education and help teachers adjust their teaching strategies in a timely manner. This ensures the achievement of ideological education goals and lays a strong foundation for cultivating tourism management professionals with a sense of social responsibility and cultural literacy.

Conclusion

Through an in-depth exploration of the pathways and practices of integrating ideological education into tourism management courses, this study proposes an ideological integration system tailored to the characteristics of the discipline. This system includes the establishment of a course content framework, comprehensive design of teaching objectives, and the application of diverse teaching methods. These pathways not only effectively enhance the ideological function of the courses but also significantly strengthen students' professional ethics and social responsibility, promoting their overall development. Moreover, through interdisciplinary resource integration and the combination of practical teaching, students' understanding of social responsibility and professional competence has become more profound, and the effectiveness of ideological education has been effectively evaluated and feedbacked. In the future, ideological education in tourism management courses should continue to explore innovative methods of resource integration, deepen interdisciplinary collaboration, and further improve the evaluation system to achieve a more systematic design of ideological education courses, thus providing broader development space for the training of tourism talent in the new era.

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