

Design and Exploration of Ideological and Political Teaching of “Tourist Attractions Management” Course

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Abstract: According to the orientation of applied undergraduate colleges in our university and the requirements of national first-class major construction of tourism management, we will promote the certification of curriculum ideological and political demonstration courses. This paper takes the ideological and political construction of the course "Tourist Attractions Management" as the research object, and on the basis of analyzing the existing problems in the current course ideological and political construction, puts forward some countermeasures such as establishing a first-class course ideological and political team, adapting the course teaching syllabus, promoting the reform of course teaching mode, and innovating classroom teaching methods, so as to achieve the goal of cultivating talents with both moral and professional training and moral and talent.

Keywords: Course ideology and politics, teaching design, Tourist Attractions Management

1. Introduction

At the 2018 National College Undergraduate Education Work Conference, strengthening the construction of "curriculum thinking and politics" was elevated to the institutional level of higher education with Chinese characteristics, reflecting that "curriculum thinking and politics" is consistent with the national concept of higher education development and meets the requirements of the development of China's higher education in the new era. In March 2021, the General Office of the Ministry of Education issued the Notice on the Construction of Curriculum Ideological and Political Demonstration Projects, identifying 699 curriculum ideological and political demonstration courses. In order to improve teaching concepts, reshape teaching design, promote teaching practice, and improve the teaching quality of colleges and universities, all provinces and cities in China have accelerated the certification of curriculum ideological and political demonstration courses.

1.1 The construction of "curriculum ideology and politics" meets the development requirements of China's higher education in the new era

As early as 2018, at the National College Undergraduate Education Work Conference in the New Era, it was proposed to strengthen the construction of "curriculum ideology and politics" and "elevate it to the institutional level of higher education with Chinese characteristics." Placing "curriculum thinking and politics" in the institutional level of developing higher education with Chinese characteristics reflects that "curriculum thinking and politics" is consistent with the national idea of developing higher education, has Chinese characteristics, and is a countermeasure that meets the requirements of the development of China's higher education in the new era. Many tourism colleges and universities in China have chosen the construction of curriculum ideological and political demonstration courses, actively explored the innovative teaching mode, and innovated and reformed the curriculum setting, teachers and students team, which not only improves the teaching ability, but also improves the core quality of applied talents.

1.2 Meet the requirements of the new era

Since the General Office of the Ministry of Education issued the Notice on the Implementation of the "Double Million Plan" for the Construction of First-class Undergraduate Majors in April 2019, it has required all declared majors to adhere to the student-centered approach, promote the balanced and

coordinated development of students, effectively stimulate students' learning interest and potential, and enhance their innovative spirit, practical ability and social responsibility [1-2]. In October 2019, the Implementation Opinions of the Ministry of Education on the Construction of First-class Undergraduate Courses pointed out that the ideological and political education elements contained in various courses and teaching methods should be deeply explored, and the ideological and political education content should be integrated into the teaching organization process [3]. It can be seen that the construction of first-class undergraduate majors cannot be separated from the construction of first-class curriculum system, and the construction of professional courses from the perspective of "curriculum ideology and politics" plays an important fundamental role in the construction of "double first-class" [4].

1.3 To realize the fundamental task of "standing upright and cultivating people"

In May 2020, the Ministry of Education issued the Guiding Outline of Curriculum Ideological and Political Construction in Colleges and Universities (hereinafter referred to as the Outline), which clarified the overall goals and key contents of curriculum ideological and political construction, put forward comprehensive and specific requirements for colleges and universities to carry out curriculum ideological and political construction, and further provided the implementation basis for colleges and universities to carry out curriculum ideological and political construction [5]. Professional courses in colleges and universities are the basic carrier of curriculum ideological and political construction, the goal of which is conducive to the realization of the fundamental task of "cultivating morality and educating people".

Therefore, taking the course of "Tourist Attractions Management" as the object of empirical research, we should integrate ideological and political elements with the teaching of professional courses, innovate the teaching design mode of courses, and transform the subject resources and professional resources into educational resources, in order to achieve the goal of cultivating talents with both moral and professional training.

2. Review of relevant research results

The fundamental task of "curriculum thinking and politics" is to realize moral cultivation and cultivate people, which is to integrate ideological and political education into every link of classroom teaching and every aspect of reform. In recent years, scholars' research on ideology and politics in college curriculum is mainly reflected in the following aspects:

2.1 Research on the construction practice of "curriculum ideology and politics" in colleges and universities

The construction of "curriculum thinking and politics" in colleges and universities is in the initial construction period. The relevant research on the construction of "curriculum thinking and politics" in colleges and universities is mainly reflected in the concept, ability, teaching design and curriculum. Gao Yan (2019) pointed out that the construction of "curriculum ideology and politics" is mainly a problem of management philosophy, innovation of teaching means and teaching carriers, teaching methods, and institutional mechanisms [6]. Hu Hongbin (2019) believes [7] that the current situation of the construction of "curriculum ideology and politics" involves ideas, capabilities, collaboration, resources and other levels, including university management, teachers, colleges and departments, as well as the exploration of ideological and political resources at the curriculum level. Gao Xiwen (2017) summarized the experience of building "curriculum thinking and politics" in Shanghai universities, which is to explore and expand the education resources of comprehensive literacy courses and professional courses, reform the education mechanism, and reform the concept, main body and working mechanism of education. Yang Han (2018) pointed out that "curriculum thinking and politics" should give full play to the advantages of classroom education and realize the unity of explicit and implicit curriculum education [8].

2.2 Research on the path of "curriculum thinking and politics" construction in colleges and universities

The countermeasures and practice of large-scale research on "curriculum thinking and politics" in colleges and universities are not perfect, but the research on the practice of "curriculum thinking and politics" in a certain class of courses has accumulated. For example, An Xiumei (2018) pointed out that

the construction path of "curriculum thinking and politics" in College English course can be summarized as follows: teachers establish the idea of "curriculum thinking and politics", improve the design of teaching content, and teachers themselves have the consciousness of "curriculum thinking and politics" [9]. Lu Daokun (2018) believes that basic and core courses should be selected to carry out the construction of "curriculum ideology and politics" for professional courses. To carry out the construction of "curriculum ideology and politics" for professional courses, effective development and application of textbooks and courses should be carried out, and teachers' initiative should be fully utilized to explore the ideological and political elements in the curriculum. Students are one of the evaluators of the effectiveness of curriculum ideological and political education [10]. Gao Yan (2017) believes that the construction of "curriculum thinking and politics" in colleges and universities should adapt to the development of the educational concept of "curriculum thinking and politics", build a mechanism for collaborative education, and strengthen the cooperation between courses and teachers.

2.3 Research on "curriculum thinking and politics" and wisdom classroom construction

Some scholars have proposed that the innovative construction of "curriculum thinking and politics" in colleges and universities can be realized by combining the Internet platform. Liu Shuhui (2017) proposed that the integration of the Internet and "curriculum ideology and politics" is a new paradigm for talent training in colleges and universities, and the integration of the two plays a role in promoting the value guidance of subject education and highlighting the ideological and political elements in the curriculum [11]. Li Jian (2019) believes that the construction of "curriculum ideology and politics" in colleges and universities combines Internet technology to reflect the characteristics and advantages of The Times. The Internet platform provides rich resources for the construction of "curriculum thinking and politics", provides teaching cases for teachers, improves students' learning efficiency, and uses the Internet to innovate the construction of "curriculum thinking and politics" and effectively promotes the construction of "curriculum thinking and politics" in colleges and universities [12].

In short, there is little research on how to "combine first-class professional construction and comprehensively promote curriculum ideological and political construction". The combination of curriculum ideological and political construction and first-class professional construction to comprehensively improve the effectiveness of moral education is lacking in systematic and in-depth research [13-15]. It can be seen that Taishan University tourism management first-class undergraduate major vigorously promote the construction of curriculum ideological and political demonstration course is of great significance.

3. Investigation and analysis of the current situation of "curriculum ideology and politics" construction

In order to understand the construction of "curriculum ideology and politics" of national first-class tourism management major in undergraduate colleges and universities, and obtain effective information to provide reference for the ideological and political construction of "Tourist Attractions Management" course. In recent years, the school-running characteristics and nationalization degree of the tourism management major of Taishan University need to be further highlighted, and it was approved as a national first-class major (construction point) in 2019.

3.1 Design and implementation of interview outline

Table 1: Interview outline of students majoring in Tourism management

serial number	Interview specific questions
1	Do you know "curriculum thinking and politics"? Your understanding
2	What are the ways to implement "curriculum thinking and politics" in professional curriculum teaching?
3	What do you think are the factors that affect the teaching effect of "curriculum ideology and politics"?
4	What needs should "Curriculum Ideology and Politics" focus on?
5	Is it useful to teach ideological and political courses in specialized courses?
6	Which way do you like to receive ideological and political education?
	Other suggestions

Through the collection and analysis of relevant literature, the paper designs the interview outline of

"curriculum ideology and politics", which mainly includes three aspects: the cognition of curriculum ideology and politics, the implementation of curriculum ideology and politics and the teaching effect of curriculum. The interview was carried out in the School of Tourism, Taishan University. 30 students were randomly selected according to different grades, and the interview outline was distributed, interview records were made, and analysis conclusions were formed after effective sorting. Specific interview questions are shown in the table below. (as shown in Table 1).

3.2 Sorting out the interview results

Through interviews with students majoring in tourism management, this paper analyzes the effectiveness of the construction of "curriculum ideology and politics" for national first-class undergraduate majors. The research conclusions mainly focus on the following aspects:

3.2.1 Most students have a low cognition of curriculum ideological and political construction

About 80% of college students have heard the idea of ideological and political education in the curriculum, and nearly 15% of college students say that it is not necessary to carry out ideological and political education in the teaching of professional courses. There are still 5% of the people have a indifferent or negative attitude towards "curriculum ideology and politics" in colleges and universities.

3.2.2 There is a single ideological and political approach in most teachers' professional courses

In the teaching of professional knowledge, most teachers of professional courses teach students through direct narration, followed by the use of ideological and political case data analysis, or the use of video, audio and video materials to educate students when contacting practical problems, or the integration of ideological and political elements in group task reporting.

3.2.3 The implementation time of the professional course "Curriculum Ideology and politics" is short

More than half of the students mentioned that the time for teachers to explain ideological and political elements in professional courses was 1-3 minutes; Nearly 35% of college students said that teachers interspersed ideological and political education content within 5 minutes, the education effect may not be ideal.

3.2.4 Generalization of the integration content of professional courses "curriculum ideology and politics"

Students mentioned that patriotism spirit education is the most involved in professional courses, followed by social responsibility spirit education, and the exploration and integration of ideological and political elements of scientific spirit and craftsman spirit, indicating that the exploration of ideological and political elements closely related to the content of professional courses is not in place, and it is difficult to form a system.

3.3 Analysis of interview conclusions

Combined with the current situation of curriculum ideological and political construction in Taishan University, it can be found that the current school is not very active in implementing "curriculum ideological and political", the school simply stopped the investigation of "curriculum ideological and political" in the process, and some teachers of professional courses have limited ability to integrate "curriculum ideological and political" into the classroom. In the course related to ideological and political knowledge points, and the professional knowledge content of the course is not closely related. The few activities and resources in the school make it impossible for teachers to carry out ideological and political education better and create conditions and atmosphere for "curriculum ideological and political education". Students' attitude towards class is not active enough, and there is insufficient communication and interaction with teachers in class. Such classroom teaching mode also affects the conduct of "curriculum ideology and politics".

4. Design of ideological and political construction reform of "Tourist Attractions Management" course

"Curriculum thinking and politics" is to dig deeply the ideological and political elements contained in the curriculum itself, integrate them with professional knowledge points organically, and achieve the

educational goal of cultivating virtues and educating people in silence. According to the orientation of application-oriented undergraduate colleges of our university and the requirements of national first-class major construction of tourism management, this course urgently needs to establish the correct orientation of knowledge learning and value pursuit, and carry out the deep integration of curriculum ideology and politics. The following is the "Tourist Attractions Management" course as an example to be detailed.

4.1 Sorting out "ideological and political elements" in teaching content

The course content of "Tourist Attractions Management" is sorted into five modules, and the "ideological and political elements" in the course are summarized and explored. The teaching elements of "Ideological and political elements" are designed based on the knowledge system from the aspects of feelings of family and country, cultural confidence, professional quality, awareness of rule of law, and political identity (as shown in Table 2).

Table 2: Knowledge system and ideological and political elements

Module	Knowledge system	political elements
Overview of scenic area management	Concept and types of scenic spots Characteristics of tourist attractions Development course of scenic spot Management status of scenic spots	Innovative spirit Fighting spirit Feelings of family and country
Product of tourist attraction	Product definition of scenic spot Product types and characteristics of scenic spots Product composition and innovation of scenic spots	Aesthetic consciousness Traditional culture Innovative spirit
Scenic service	Scenic reception service Scenic interpretation service Scenic commercial service	professionalism Love one's job and be dedicated to one's work Professional identity
Tourist attraction project	Scenic area project overview Scenic area project design Scenic area project example	Aesthetic consciousness Ecological civilization Environmental protection
Tourist attraction experience	Experience economy concepts and characteristics The trend of experiential tourism development Visitor experience shaping and strengthening Tourist attractions experience examples	Aesthetic consciousness Team spirit Scientific spirit

4.2 Curriculum overview and teaching objectives

"Tourist Attractions Management" is a core course of tourism management major in colleges and universities. Learning and mastering the knowledge, theory and methods of this course will lay a good foundation for the study of other courses. Students learn the basic theoretical knowledge of tourist attractions, including the concept and nature of tourist attractions, service management of tourist attractions, project management of tourist attractions, etc., analyze problems in the management practice of different categories of scenic spots, improve students' ability to analyze and solve problems, and train tourism professionals in the new era. At the same time, The teacher fully excavate the connotation of "ideological and political", transform the subject resources and professional resources into educational resources, in order to achieve the goal of personnel training with both moral and professional training and moral and talent.

4.3 General idea of reform plan design

Take the innovation of teaching design mode as the breakthrough point for the implementation of "curriculum ideology and politics" teaching, build a smart, diversified and interactive implementation

mode of wisdom curriculum ideology and politics teaching, that is, mix online and offline with pre-class, in-class and after-class reform classroom teaching links and methods, and use process assessment to test the integration effect. The closed-loop mode of curriculum ideological and political construction is formed by designing after-school research and development, so as to improve the ability and test the effect of applied talents in tourism management majors.

4.4 Effective countermeasures to promote the ideological and political construction of "Tourist Attractions Management" course

4.4.1 Establish a first-class curriculum ideological and political team to promote the improvement of curriculum ideological and political efficiency

Teachers are the important guarantee to carry out curriculum teaching and curriculum thinking and politics. Curriculum ideological and political construction needs to establish a high-quality curriculum ideological and political team, requires teachers not only have more professional educational ability and accomplishment, but also have good moral sentiments, have a complete and clear understanding of curriculum ideological and political thinking and grasp modern educational technology means, change ideas, update ideas, innovative methods, in order to better promote the construction of gymnastics curriculum ideological and political construction and talent training.

4.4.2 Optimize the curriculum syllabus and clarify the teaching goal of "cultivating virtues"

Professional curriculum is the main body of college curriculum, but also the basic medium to practice curriculum thinking and politics. According to the requirements of education development in the new era, schools need to build first-class undergraduate courses in different majors. The outline of curriculum teaching embodies the educational idea, without the support of a clear syllabus, curriculum teaching will lose its "soul" and lose its "direction". The school should comprehensively improve the ideological and political concept of the curriculum, build a general pattern of all-round education of the whole process, adhere to the people-oriented education, and promote the comprehensive and coordinated development of students' knowledge ability, literacy goals and value goals.

4.4.3 Promote the reform of curriculum teaching mode and construct a systematic curriculum ideological and political system

Teachers highlight the student-centered teaching orientation, sort out the ideological and political education elements contained in the professional curriculum, establish the ideological and political database of the professional curriculum, arrange the teaching objectives, approve the curriculum syllabus, review and adopt the corresponding textbooks, teaching design, teaching plan courseware, and construct the course assessment and evaluation system, increase the proportion of process assessment. Only by imperceptibly integrating ideological and political elements into the classroom, can teachers guide students to establish correct values and professional qualities, so as to complete the fundamental task of educating people.

4.4.4 Innovate classroom teaching methods and activate the two-way interaction between teachers and students

Innovating teaching methods, improving teaching effect, invigorating classroom vitality and strengthening teaching design. Comprehensive use of information teaching means, deep integration of technological innovation, try to explore appropriate teaching and learning mode, put an end to the simple formal application of information technology. The teaching design breaks through the major and difficult points of the course, introduces various forms of scenarios, allows students to actively participate in classroom teaching, opens the bullet-screen of information teaching tools, and flips the classroom, which enhances the interaction between teachers and students. Highlighting the interaction between teaching and learning, learning and learning can make the class rhythm more compact, so as to grasp the learner's thinking.

5. Conclusion

The integration of professional curriculum and curriculum ideology and politics has expanded our traditional educational concept. This paper takes the course of "Tourist Attractions Managements" as the object of empirical research, and studies the teaching design of "Tourist Attractions Managements" under the concept of "curriculum thinking and politics". By exploring the appropriate convergence point between "curriculum ideology and politics" and the core curriculum of tourism, professional

teachers excavate the ideological and political elements contained in the curriculum, guide students to achieve the situation of "curriculum" + "thinking" in the course learning, and purposefully carry out the shaping of moral cultivation, socialist core values, professional responsibility and professional quality in the professional curriculum^[16]. It is of great significance to improve the training quality of tourism management professionals.

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