

A Study on Ways of Integrating Hainan's Regional Culture and Ideological and Political Education in Undergraduate Vocational Tourism English Courses

Li Xizi¹, Chen Bozhou²

¹Collage of Finance and Economics, Hainan Vocational University of Science and Technology, Haikou, Hainan, China, 571126

²Department of Foreign Language Teaching, Hainan Vocational University of Science and Technology, Haikou, Hainan, China, 571126

Abstract: Colorful regional culture is the source of Chinese culture, condensing the humanistic spirit, social customs and value orientation created by the people of a particular region in the long-term practice, invisibly shaping people's values and behaviors, and is an effective carrier of cultural education. This paper is guided by the educational concept of "Ideological and Political Education", combines the regional culture of Hainan and conducts an in-depth exploration of the political elements in the course content of higher vocational tourism English. Thus, students can enhance their English application ability and tourism business ability simultaneously, further improve their ideological and political level and professional qualities, enhance their confidence in regional culture, and actively disseminate the quality of Hainan regional culture to tourists at home and abroad.

Keywords: regional culture, curriculum ideology, tourism English, integration paths

1. Introduction

Since the 18th CPC National Congress, the construction of "Ideological and Political Education" has been widely carried out in colleges and universities, which is a kind of educational concept that skillfully integrates ideological and political education into the teaching of professional courses. In higher vocational colleges and universities in Hainan Province, tourism management majors generally offer tourism English courses. This course not only undertakes the responsibility of improving students' professional English application ability, but also shoulders the task of cultivating students' correct values and professional literacy. The ideological and political elements in the excellent regional culture are excavated and extracted, and appropriately introduced into the course teaching, which in turn inspires the cultural consciousness and sense of mission of college students. How to deeply excavate the elements of ideology and politics in the teaching content of Tourism English and organically integrate them into the teaching link by combining with the unique regional cultural characteristics of Hainan Province has become an important trend in the teaching reform of the course, and is also a useful attempt to promote the reform and innovation of ideology and politics courses in colleges and universities in the new era.^[1]

2. Overview of Hainan Regional Culture

Regional culture is the accumulation of people's long-term production, life and social history in a specific space^[2]. Hainan regional culture is a cultural form with rich history and characteristics formed in its unique tropical island geography, long social development process and multi-ethnic pluralistic society.

Hainan culture integrates a variety of cultural elements such as Central Plains culture, Nanyang culture, Red culture, Li culture, Miao culture and Dongpo culture. As the earliest aborigines and inhabited ethnic groups on Hainan Island, the Li and Miao peoples' unique cultural traditions and customs have had a significant impact on the formation of Hainan's regional culture. Hainan people live by the sea and coexist with the sea, forming a unique marine culture. Marine culture is reflected in economic activities, such as fisheries and maritime trade, but also in the religious beliefs and cultural traditions of the Hainan people, such as: Mazu beliefs and sea god worship. Hainan's tropical

environment has also given rise to unique cultural phenomena, Hainan people's traditional dress, eating habits and ways of living are closely related to the tropical climate.

3. The Problems of Regional Culture Integration into the Ideological and Political Education of Tourism English Course

3.1. Lack of regional culture in English language teaching materials for tourism

In the current tourism English education, the contents of textbooks tend to focus on the cultivation of language skills and general tourism terminology, with a relative lack of in-depth exploration and integration of regional culture. When introducing tourist destinations, many textbooks mainly emphasize practical information such as attractions, transportation and accommodation, while the introduction of cultural connotations such as local characteristics, customs and historical background is relatively weak. At the same time, the lack of regional culture in the textbooks also weakens the function of ideological education in tourism English courses. When there is no sufficient regional culture content in the textbooks, students will find it difficult to build up a sense of identity and pride in their local culture, which will affect their role as cultural communicators in their future careers.

3.2. Weak ideological and political education concepts among lecturers

In tourism English education, the ideology of the lecturing teachers is the key to the implementation of the curriculum. However, at the present stage, many teachers do not recognize and pay enough attention to the ideology and politics of the curriculum in the teaching process, and many teachers are used to combining the content of the curriculum with linguistic knowledge while neglecting the transmission of culture and values when conducting teaching. This makes the curriculum become one-dimensional, and it is difficult for students to gain deeper cultural understanding and reflection from it. For example, when discussing a certain tourist destination, if the teacher only introduces the tourist resources of the place without discussing the history, culture and social values behind them, students will not be able to fully understand the essence of the destination. In addition to this, the teacher's weak concept of ideology may also lead to the lack of students' cultural identity. In tourism English courses, teachers are not only the transmitters of knowledge, but also the guides of students' values and worldviews. If teachers fail to integrate regional culture and ideological and political education into their teaching, students may develop a sense of alienation from local culture or even blind worship of foreign culture. This lack of cultural identity not only affects students' learning experience, but also has a negative impact on their future role in international exchanges.

3.3. Improved design orientation of evaluation mechanisms

In the tourism English program, the design of the evaluation mechanism plays a crucial role in the students' learning effect and the formation of values. Tourism English courses should not only focus on the cultivation of language skills, but also on the comprehensive quality of students, including cultural literacy, moral concepts and social responsibility.

The current evaluation system fails to give full consideration to cultural values and the requirements of ideological and political education, concentrating mostly on the assessment of linguistic competence, usually focusing on the memorization of knowledge and the application of skills, such as the basic skills of listening, reading and writing, while the evaluation of cultural cognition and values is weaker. For example, students may answer papers with high scores in exams but lack in-depth thinking about the cultural background and values behind the content expressed, a phenomenon that suggests that the function of ideological and political education in the curriculum has not been effectively brought into play.

3.4. Insufficient development and utilization of regional cultural tourism resources

As a tourist destination with rich historical and cultural heritage and unique natural resources, Hainan Province has some problems in the development and utilization of its cultural tourism resources. Hainan Province's cultural tourism development model is relatively backward and lacks a sense of innovation.

At present, many cultural tourism projects are still stuck in the traditional sightseeing mode, failing

to effectively integrate the diversified needs of modern tourism. This lack of innovation in the development mode, not only reduces the attractiveness of cultural tourism, but also reduces the tourists' deep understanding of Hainan's regional culture and identity. At the same time, due to the lack of effective publicity and promotion, many excellent cultural tourism projects have not received due attention. This situation has prevented the regional culture of Hainan Province from spreading in a wider range, thus limiting its influence in the national and international markets.

Tourists' choice of tourist destinations is often based on their knowledge of and attraction to the culture of the destination, while insufficient cultural communication has a direct impact on the choice and arrival of tourists. These problems not only affect the competitiveness of Hainan Province's cultural heritage in the tourism market, but also indirectly affect the effectiveness of the integration of regional culture in the ideology of the Tourism English course. The content of the tourism English course fails to combine with regional culture, and students are difficult to form a sense of identity and belonging to Hainan's unique culture in the learning process, and it is difficult to effectively convey Hainan's cultural values in actual communication.

4. The Necessity of Integrating Regional Culture into the Civics of Tourism English Course

4.1. Promoting teaching reform and cultural confidence

In the context of globalization, the building of cultural self-confidence is particularly important. The integration of regional culture is not only the enrichment of course content, but also an effective way to cultivate students' cultural confidence. Systematically integrating Hainan's regional cultural resources into the tourism English course can not only enrich the content of classroom instruction, but also enable educators to capitalize on local benefits. Educators can arrange for students to engage in extracurricular practical activities at local tourist destinations, and utilize regional living history and humanities resources, allowing students to experience the regional culture first-hand and fostering cultural self-assurance. These initiatives can instill enthusiasm for learning and promote cultural pride in students.

Teachers' in-depth study and practice of regional culture in the teaching process not only enriches their own teaching content, but also enhances the overall quality of their educational work. Teachers' cultural confidence and professionalism will directly affect students' learning experience and cultural identity. Therefore, teachers should strengthen the study and application of regional culture in teaching reform, so as to better guide students to form a positive cultural outlook.

4.2. Realizing the goal of educating people and cultivating tourism talents

The integration of regional culture can enhance students' understanding and inheritance of local culture. By integrating Hainan's history, customs, and traditional arts into the English for Tourism program, students will not only be able to master linguistic expressions related to the local culture, but will also be able to confidently share these cultural backgrounds when communicating with tourists. This in-depth understanding of local culture enables students to communicate culture more effectively in their future careers and enhance Hainan's attractiveness as a tourist destination.

The integration of local culture into the course ideology helps to cultivate students' sense of social responsibility and cultural self-confidence. By learning and inheriting local culture, students can not only enhance their sense of identity with their hometowns, but also actively disseminate and promote local culture in their future work, and become cultural communicators and protectors, contributing to the promotion of the development of culture and tourism in Hainan Province.

4.3. Optimizing tourism products and developing the regional economy

As an important pillar industry in Hainan Province, tourism directly affects the growth of the region's economy. Incorporating regional culture into the tourism English course can stimulate students' thinking about tourism product innovation. For example, based on the in-depth excavation of Hainan's unique folklore, traditional crafts and local cuisine, students can incorporate these elements into the design and marketing of new products. This kind of innovation not only enriches the variety of tourism products, but also provides tourists with more attractive choices, thus enhancing Hainan's market competitiveness and economic benefits.

5. Strategies for the Integration of Regional Culture and Tourism English Course Ideological and Political Education

5.1. Optimizing the content of teaching materials to enhance the effect of educating people

Hainan Province has a rich historical and cultural heritage and unique folk traditions, and the integration of regional culture into tourism English teaching materials can help students better understand and love Hainan. For example, the origin of Hainan's traditional festivals, legends of attractions, introduction of local cuisine, intangible cultural heritage and other contents are presented in a storytelling form to attract students' interest. Such content not only makes students feel the charm of culture while learning the language, but also inspires them to love and be proud of the local culture. At the same time, socialist core values and the concept of ecological civilization are integrated into the teaching materials to help students establish correct values while learning language skills.

5.2. Strengthening the training of lecturers in Ideological and Political Education

Teachers are not only the transmitters of knowledge, but also the guides of students' values and cultural identity. By strengthening teachers' training in Civic and Political Education, their teaching ability and the effectiveness of the implementation of Civic and Political Education in the curriculum can be effectively enhanced. Regular training workshops on Civic and Political Education are held, and educational experts and scholars are invited to provide systematic training to teachers to help them realize the importance of Ideological and Political Education in the English for Tourism curriculum. This updating of concepts not only enhances teachers' sense of responsibility, but also motivates them to actively incorporate Ideological and Political Education content in their teaching.

The training should cover in-depth understanding of regional culture and the application of relevant teaching strategies. Teachers need to have an in-depth understanding of the history, culture, folk customs and natural landscape of Hainan Province so that they can effectively combine these with language teaching in the classroom. By organizing cultural study tours, lectures and exchanges, teachers can experience and learn about the local culture first-hand.

Establish a mechanism of exchange and cooperation among teachers. Teachers can exchange their practical experience and teaching experience in Civic Education with each other through regular teaching and research activities, experience sharing sessions, etc. For example, teachers can participate in interdisciplinary cooperation programs to combine Tourism English with Ideological and Political Education of other disciplines to expand their vision and thinking. This kind of cooperation not only promotes learning and growth among teachers, but also forms a team with common values and educational concepts and improves the overall teaching quality.

5.3. Improving the evaluation mechanism of the courses to test the effectiveness of the implementation of course-based ideology and politics

Improving the evaluation mechanism of the course is an important link to ensure the effective integration of regional culture and tourism English course ideology. A scientific and reasonable evaluation mechanism can not only test the implementation effect of the Ideological and Political Education of the course, but also provide powerful data support and feedback basis for the subsequent teaching improvement.

The new evaluation mechanism should cover a variety of aspects, such as students' understanding of regional culture, the formation of values, and their performance in actual communication. In the process of implementing curriculum Civics, teachers should regularly observe and give feedback on students' learning, so as to identify problems and make adjustments in a timely manner. Through classroom observation, learning files and peer evaluation, students' participation, depth of thinking and cultural identity are dynamically assessed. At the same time, by offering various forms of assessment such as thematic discussions, cultural presentations, project reports, etc., students are allowed to show their learning outcomes in different contexts. Instead of evaluating the learning effect of students solely on the basis of test paper examination results, it is necessary to focus on the process assessment of students, refine the assessment content and gradually improve the course evaluation system.

5.4. Strengthening practical teaching and promoting cultural experience

Strengthening practical teaching to promote cultural experience is an important strategy for realizing the integration of regional culture and the ideology and politics of tourism English courses. By conducting field trips, organizing rich cultural experience activities, implementing project-based learning, creating off-campus practice bases, making use of modern technology and establishing an assessment and feedback mechanism, students' language proficiency and sense of cultural identity can be effectively enhanced. This in-depth integration of practice and culture not only supports students' all-round development, but also injects new vitality into the inheritance and promotion of local culture.

6. Conclusion

Regional culture provides abundant ideological resources and fertile ground for classroom teaching in colleges and universities. The integration of regional culture into tourism English courses not only enriches the teaching content, but also creates a good opportunity for the cultivation of students' cultural identity and social responsibility. In such a teaching environment, students are not only the recipients of knowledge, but also the spreaders and promoters of culture. On the basis of improving the English application ability of tourism students, we further enhance their ideological and political literacy and professionalism, aiming to cultivate a group of high-quality foreign tourism talents for Hainan Province and actively disseminate Hainan culture to domestic and foreign tourists. This process not only promotes the overall development of students, but also provides new energy for the inheritance and promotion of Hainan culture.

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