

Exploration of the Innovation of Teaching Path of “Five-dimensional Integration of Ideology and Politics” in Explaining Skills (Foundation) Course

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Abstract: This article discusses the overall design of the secondary vocational tourism service and management major core curriculum “Explaining Skills (Foundation)”, focusing on the revitalization of rural tourism. Based on the rural theme tourism explanation module, from the teaching objectives, curriculum content, teaching resources, curriculum implementation, assessment and evaluation of the five dimensions of the curriculum thinking and politics, “Explaining skills (Foundation)” course ideological and political “five-dimensional integration” teaching path innovation is discussed and analyzed.

Keywords: Explaining skills; Curriculum thinking and politics; Five-dimensional integration; Rural theme tourism; Teaching path innovation

Online publication: February 7, 2025

1. Introduction

Under the background of the deep integration of culture and tourism, the quality requirements of employees in the tourism industry are increasing day by day. Cultivating “knowledgeable, skilled, moral and quality” cultural tourism talents who can spread Chinese culture, Chinese spirit, and Chinese values has become the core quality goal of secondary vocational tourism professionals^[1]. However, at present, the students of tourism major in secondary vocational schools have a low degree of professional recognition and a large amount of talent loss after employment, which has become a major drawback affecting the high-quality development of tourism. In the teaching of tourism courses, the phenomenon of emphasizing knowledge and skills and neglecting moral qualities still exists widely. There is a phenomenon of “two skins” between professional education and ideological and political education in professional teaching.

Curriculum ideological and political education is a comprehensive educational concept, aiming to build a whole-course education pattern, all kinds of courses and ideological and political theory courses in the

same direction, forming a synergistic effect, with “moral cultivation” as the fundamental task of education, requiring ideological and political education into all kinds of curriculum teaching. This is to cultivate students’ ideological and political quality, moral quality, and social responsibility as the goal, and to promote the all-round development of students ^[2]. The president of the CCP stressed that “all kinds of courses and ideological and political theory courses should be in the same direction to form a synergistic effect” ^[3]. Tourism courses have inherent advantages in carrying out curriculum ideology and politics due to their professional nature, talent training needs, course content, and so on because there are rich curriculum ideological and political elements that can be mined in their professional courses. Ideological and political elements are “gene-style” integrated into professional teaching to improve students’ professional quality and at the same time achieve the silent effect of educating people, to implement the fundamental task of cultivating morality and cultivating people ^[4].

The “Explaining Skills (Foundation)” course is the core course of the tourism service and management major of the university, which plays an important role in the quality of talent training for this major. According to the national and industry standards, as well as the tourism industry’s demand for talent training, the professional teaching of this course has condensed the ideological and political main line of “four and three inheritances” reflecting the professional characteristics of tourism, which focuses on serving people, taking tourism resources as the core and requiring practitioners to have high skills, excellent service, and strong responsibility, and formed the teaching path of “five-dimensional integration” ^[5]. It is of great reference significance for the promotion to other courses of tourism majors.

As a course with rich ideological and political elements and various practical forms, Explaining Skills (Foundation) runs through the main line of ideological and political education in five dimensions: teaching objectives, course content, teaching resources, course implementation, assessment, and evaluation ^[6]. It aims to cultivate students’ knowledge, skills, and moral qualities as the standard, and improve students’ recognition and loyalty to their careers. Guide students to establish a correct worldview, outlook on life, and values.

The following is the “Explaining Skills (Foundation)” course revitalization voice: rural theme tourism explanation module as an example to specifically explore and analyze the “Explaining Skills (Foundation)” course ideological and political “five-dimensional integration” teaching path.

2. Course objectives: The establishment of three-dimensional course objectives, fully reflect the ideological and political elements

Curriculum objectives are the guidance and basis of the “five-dimensional integration” teaching path of curriculum ideology and politics. In the Voice of Revitalization: Rural theme tourism teaching module, educators should first clarify the curriculum objectives.

Knowledge objective: to be able to memorize the basic knowledge of explaining materials; Be able to distinguish the basic characteristics of different types of tourist groups; Be familiar with the writing standards of tour guides on the theme of rural revitalization; Grasp the basic norms of the situation language and sound language of the guide’s explanation of the theme of rural revitalization.

Ability objective: Be able to collect, select, and organize tour guide materials; Be able to cope with the individualized and subdivided needs of different tourists in rural tourism; Be able to write high-quality tour guide words on rural revitalization; and can complete excellent rural revitalization theme tour guide explanation.

Accomplishment goal: To improve the comprehensive humanistic accomplishment and enhance the

professional awareness and accomplishment of inheriting the excellent Chinese culture; Adhere to the personalized service standards of tour guides and cultivate tourism-oriented professional quality of tour guides; Cultivate a practical and serious work style of tour guide, and practice the spirit of “craftsman” of tour guide who strives for perfection; Develop the spiritual identity of rural culture and national feelings, and enhance the pride of Chinese culture, spirit and values.

The establishment of curriculum objectives not only ensures that professional students can obtain explanatory knowledge and ability in the study of this module but also fully integrates ideological and political elements into the knowledge objectives, ability objectives, and quality objectives. For example, the analysis of the basic characteristics of tourists in different types of tour groups is not only a knowledge mastery goal, but also fully integrated into the ideological and political elements that enable students to develop a sense of social responsibility and humanistic care, learn to respect and understand the cultural background and needs of different tourists, and reflect the values of inclusiveness and diversity. Writing high-quality explanations and completing excellent explanations is not only a basic skill goal, but also allows students to convey the achievements, positive energy, and beautiful vision of rural revitalization tourism through writing and explaining, naturally stimulating patriotic enthusiasm and national pride, and consciously cultivating the spirit of “craftsman” of tour guides who strive for excellence. The accomplishment goal is to precisely extract the ideological and political elements of the course teaching for students’ general and professional accomplishment improvement based on achieving knowledge and skill improvement ^[7].

3. Course content: Optimize the carrier of teaching content and highlight the main line of ideology and politics

Course content is an important carrier of the “five-dimensional integration” teaching path of curriculum ideology and politics. In the Voice of Revitalization: Rural theme tourism teaching module, the teaching content is optimized, and Haotian Carbon neutral Park in Huangxinhuang Village, Cuandixia Village, Xiwa Village intangible cultural heritage shadow play and Anji Yu Village are selected as the representatives of rural revitalization to form a low-carbon village and talk technology; The ancient village, the culture; Intangible heritage village, speech inheritance and ecological village, Fu agriculture “new” four teaching projects. Centering on the theme of “Science and technology, culture, intangible cultural heritage and ecology”, with the rural revitalization strategy as the core, the whole process runs through the purpose of ideology education. The teaching situation integrates thoughts and politics in an immersive way, excavates the knowledge system and cultural essence of rural development, arouses students’ understanding and emotional resonance of rural revitalization, and contributes youth wisdom and strength to China’s rural tourism ^[8]. Train them to become the main force of cultural tourism in the new era with a sense of social responsibility and historical mission.

Huangxinhuang Village Haotian Carbon Neutral Park is the country’s first full life cycle carbon neutral park, located in Huangxinhuang village, Liangxiang Township, Fangshan District, Beijing. The reason for choosing this teaching carrier is that the park is geographically close to the school, and the sense of geographical distance can make students feel the vigorous development of the new tourism industry of rural science and technology around them in the process of learning. They are naturally proud of the role and value of China and even Chinese villages in promoting the world’s carbon peak and stimulating students’ interest in learning.

Cuanxia Village is located in Zhaitang Town, Mentougou District, Beijing. It was built in the Yongle

Period of the Ming Dynasty. It has a long history and profound cultural heritage. The rural folk houses in Cuanxia Village are representatives of the ancient architecture group of mountain villages in northern China. They are derived from the military town history and culture of the past, the business travel culture relying on the ancient road, the folk culture rooted in Zhaitangchuan, and the red culture of inheriting the “model village of the War of Resistance.” These cultural elements together constitute an abundant historical and cultural connotation of Cuanxia Village^[9]. By choosing this teaching carrier, students in the process of completing the learning task, it is necessary to carry out a careful exploration of ancient Chinese residential architecture, to North China Pass, post road, war of resistance, and other historical cultures in-depth understanding, to imperceptible cultural confidence rooted in the hearts of students.

Xiawa Village is located in Shangzhuang Town, Haidian District, Beijing, where the Beijing West Shadow Play Museum is built. It is a comprehensive museum integrating the display, inheritance, and experience of shadow play art, with profound historical and cultural deposits and unique artistic charm^[10]. Visitors can feel the charm of intangible shadow play and understand the development process and production process of shadow play art here. In recent years, it has attracted a large number of overseas Chinese tourist groups to visit. By choosing this teaching carrier, students can deeply understand the traditional culture and strongly feel the national feelings such as national pride and sense of belonging in the process of writing and explaining the formation, production process, and art display forms of intangible shadow play.

Yucun, located in Tianhuangping Town, Anji County, Huzhou City, Zhejiang Province, is the birthplace of the “Two Mountains” theory. Yu village has a long history. According to the records of Anji County, relevant records have been recorded during the reign of Jiajing in the Ming Dynasty. In the 1960s, to develop the village-level economy, Yu village began blasting mountains for mining, which resulted in the destruction of the ecological environment. In 2001, Zhejiang Province proposed to build an ecological province, and Yu Village gradually shut down its mines and cement factories and began to explore a new road of development^[11]. This concept emphasizes the dialectical unity relationship between ecological environment protection and economic development and points out the direction for the development of Yu village and even the whole country. Under the guidance of the “two Mountains theory”, Yucun changed its development ideas and vigorously developed rural tourism, realizing the transformation and upgrading from “selling stones” to “selling scenery” and “selling culture.” Yu Village has won the national beautiful livable demonstration village, the national civilized village, and other honorary titles, Yu village has realized the win-win situation of economic development and ecological protection and has become a model of ecological civilization construction in the country and even the world^[12]. By choosing Yucun as the teaching content, students can intuitively feel the development road of rural tourism revitalization, enhance ecological awareness, and establish a correct ecological outlook and development view. Students can deeply feel the importance and urgency of the national rural revitalization strategy, and stimulate the enthusiasm and motivation to contribute to rural revitalization. Strengthen students’ sense of social responsibility and historical mission, and guide them to make their contributions to realizing the Chinese dream of the great rejuvenation of the Chinese nation.

4. Teaching resources: Comprehensive resource construction to ensure the realization of ideological and political education in professional teaching

The construction of teaching resources is the guarantee and support of the “five-dimensional integration”

teaching path of curriculum ideological and political education. The construction of digital intelligence hardware and software resources provides more abundant and diversified teaching methods and platforms for the comprehensive integration of ideological and political mainlines in professional courses and helps to enhance the attractiveness and effectiveness of ideological and political education.

4.1. The construction of software and hardware resources of digital intelligence enriches the means of ideological and political education

To build and make full use of smart classrooms and tourism training rooms to create digital and immersive teaching environments. The smart classroom provides a more intuitive and vivid teaching environment for ideological and political education in professional courses by integrating a variety of intelligent teaching equipment, such as intelligent large-screen blackboard, interactive screen, iPad, and so on. Teachers can use these devices to combine the ideological and political elements of the course with practical explanations of cases and stimulate students' learning interest and participation through simulation scenarios and group exercises. At the same time, smart classrooms also support remote teaching and interaction, breaking the limitations of time and space, and realizing the sharing and optimization of teaching resources.

The use and construction of the Superstar learning platform, AI evaluation system, simulation live broadcast system, Tencent documents, and other software conditions, to achieve "online and offline" mixed teaching and personalized learning, to achieve teaching and learning time and space break the boundary. Superstar Learning Channel provides a large number of rich ideological and political teaching resources for teachers. By using the platform, teachers can release learning tasks and teaching resources, quickly obtain students' learning statistics and technologies, accurately evaluate students' learning, and guide students to study and explore independently. Meanwhile, the platform also supports online discussion, group activities, homework submission and evaluation, etc., which helps teachers adjust teaching strategies in time and students to exert their subjective initiative in learning. Cultivate students' self-discipline, innovation, teamwork, and other qualities. Through big data analysis and machine learning technology, the AI evaluation system can accurately grasp students' learning characteristics and effects. In curriculum ideological and political education, teachers can use AI evaluation systems to monitor and analyze students' learning progress and ideological dynamics in real-time, adjust teaching strategies and content according to the analysis results, and realize personalized teaching and precise guidance. The simulated live broadcast system provides a real-time interactive platform for the realization of live tour explanation and practical learning. Teachers and students can live broadcast through the live broadcast platform, participate in discussions and interactions, and truly simulate the realistic live broadcast environment of tourism. In the live broadcast or interaction, students also learn and practice the ideological and political elements that should be paid attention to in new forms of live tourism, such as network security, network ethics, and network conventions.

4.2. Teaching team building: Build a diversified teaching team and strengthen ideological and political leadership

The teaching team is the core strength of the "five-dimensional integration" teaching path of ideological and political education. In the teaching module of Revitalizing Voice — Rural theme tourism explanation, a diversified and complementary teaching team of professional teachers + industry teachers + internal experts + external experts has been formed.

Three professional teachers and one industry teacher are the main speakers of the teachers' team. The three teachers have solid professional and teaching experience and regularly participate in teacher training to conduct "professional + ideological and political" research, mainly including theoretical research on ideological and political teaching in the curriculum and academic research in the field of tourism under the ideological and political elements, such as red tourism, research tourism, and other related training and research, to improve their professional teaching awareness and level of ideological and political education^[13]. A professional teacher is a senior tour guide in Beijing, with rich experience in the field, which can provide students with more practical experience in explaining the frontline and in contact with tourists. In the teaching process, he will more naturally integrate humanistic service explain the "craftsman" spirit and other key points of ideological and political education, and strengthen the role model leading the students.

The school experts participate in professional teaching, mainly the ideological and political teachers of the basic teaching Department + the teachers of the student development Center participate in the teaching content design and teaching evaluation. The professional teachers actively cooperate with the ideological and political teachers of the Basic Teaching Department to develop teaching content carriers that are easy to reflect the main line of ideological and political education and integrate into the elements of ideological and political education. The professional teachers make use of the quality evaluation platform developed for the development of students to enrich the evaluation means, the teachers in the student development center assist in the evaluation of the improvement of students' quality, and the teachers in the Youth League Committee provide the materials of the class and enrich the teaching resources.

Experts from outside the school mainly participate in teaching evaluation and hot topics in the tourism industry. Outside experts assist teachers in optimizing teaching evaluation standards based on the latest trends and needs of the tourism industry, which will be closer to actual work scenarios and help cultivate students' practical ability and professional quality. Industry experts participate in classroom teaching observation, and outside experts can intuitively understand students' learning situation and effects, and provide students with targeted feedback and suggestions. Outside experts can share the latest developments in the tourism industry, including changes in market demand, emerging tourism formats, and adjustments of policies and regulations. The information will help students understand the industry frontier and grasp the future direction of development. Given the hot issues emerging in the tourism industry, such as explaining service quality improvement, live tourism marketing, and so on, they will share their experience and lessons accumulated in practice to help students better adapt to changes in the industry. At the same time, experts from outside the school can interpret various standards and norms in the tourism industry, including service quality standards and qualification requirements for tourism practitioners. This will help students understand industry standards and improve their professionalism and competitiveness^[14].

5. Curriculum implementation: Carefully design and organize teaching implementation to achieve full coverage of ideological and political education in professional courses

Curriculum implementation is the main way of the "five-dimensional integration" teaching path of curriculum ideological and political education. In the Voice of Revitalization: Rural theme tourism teaching module, adhere to moral cultivation, organic integration of curriculum ideology and politics, comprehensive advancement of

tour guide professional quality, gradually sublimation of the ideal feelings of tour guide, fully student-centered, realize the integration of intellectual, moral and strong skills of the education concept, forming the “four have three transmission” ideological and political main line.

Combined with the characteristics of the course “Rural Revitalization + Tourism Explanation”, according to the educational concept of combining knowledge and action, the teaching method of “task-driven, problem-oriented, situational practical operation and progressive writing” and the learning method of “independent exploration, group cooperation, games to promote ability, simulated competition, and discussion” are adopted.

In the process of completing the dual tasks, students can understand the background, significance, and goal of rural revitalization by writing tour words on the theme of rural revitalization, to stimulate a sense of identity and responsibility for rural tourism revitalization. Pay attention to the development of rural science and technology, rural cultural inheritance, rural intangible cultural heritage skills, rural ecological construction, and other knowledge, to enhance the sense of pride and mission of rural tourism explanation. Excavate and carry forward the connotation and value of rural tourism revitalization, to establish cultural confidence and craftsman spirit. In the process of explanation training, teachers create a suitable on-site environment for explanation, help students consciously integrate into the explanation practice, and give play to the hidden role of situation creation in ideological and political education. The practical practice of explaining the theme of rural revitalization tourism can well stimulate students’ potential and self-expression and also standardize students’ logic, expression, and explanation etiquette, and exercise students’ anti-pressure psychology. In the process of explaining training, students often gradually realize problems such as incorrect and empty explanation content, lack of vocabulary or difficulty in expression, and lack of strain ability caused by their lack of knowledge base and cultural heritage. Therefore, teachers can carry out the problem-oriented teaching method in time, which can fit the needs of students well, guide them to think and solve problems timely and cultivate students’ ability to think, analyze, and solve problems independently.

Independent inquiry can help students deeply digest theoretical knowledge, lay a foundation for subsequent practical links, and cultivate students’ thirst for knowledge. In group cooperation exercises, role-playing is adopted, allowing students to play the roles of interpreters and tourists to conduct simulated explanations and interactions. Role-playing can help students deal with temporary problems in the process of explanation and improve their adaptability. At the same time, through role-playing, students can better understand the needs and psychology of tourists and lay a foundation for providing personalized explanation services. Intensive practical exercises such as game promotion, simulated competition, and discussion can help students effectively master explanation norms, procedures, skills, and taboos, cultivate self-confidence, teamwork, and competition, and improve students’ practical ability and comprehensive quality.

6. Assessment and evaluation: Build a diversified evaluation system to reflect the effective evaluation of ideological and political education

Assessment and evaluation are the test links of the “five-dimensional integration” teaching path of ideological and political education. In the teaching module of Revitalizing Voice: Rural Theme Tourism, a diversified evaluation system is constructed, and the process evaluation, result evaluation, value-added evaluation, and comprehensive evaluation are adopted to evaluate students’ learning attitude, learning process, learning results, self-ability improvement and comprehensive quality cultivation in an all-round and objective way.

The evaluation of students' participation in social practice, volunteer service, professional competition, service awareness improvement, and other obvious achievements of ideological and political education in the curriculum are included in the evaluation index, and the level of ideological and political accomplishment of students is evaluated by evaluating their performance in aspects of social responsibility, mission, and innovation^[15]. The organic integration of ideological and political elements in assessment and evaluation can guide students to establish a correct world outlook, outlook on life and values, and cultivate students' cultural confidence, national pride, and feelings of home and country.

By discussing and analyzing the ideological and political path of "Explaining Skills", the core course of "Tourism Service and Management", this paper continuously digs into the ideological and political elements of tourism courses, uses the combination of explicit and implicit education, and strives to organically integrate the teaching of tourism majors into the main line of ideological and political education, to achieve the effect of educating the whole staff in an all-round way.

Disclosure statement

The author declares no conflict of interest.

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