

Research on the Integration of Cultural Confidence in Tourism Curriculum Ideological and Political Education

Guo Shanshan

Jiangxi College of Foreign Studies, Nanchang, China

Abstract: In the context of globalization, cultural confidence has become a crucial issue in higher education in China, especially within the ideological and political education of tourism curricula. This study explores effective integration of cultural confidence education in tourism courses to enhance students' cultural identity and pride, thereby advancing ideological and political education. Utilizing a combination of literature review and theoretical analysis, the paper clarifies the theoretical foundations and implementation paths of cultural confidence in curriculum development. It examines the challenges and opportunities in tourism education, proposing strategies for curriculum design and teaching reform oriented towards cultural confidence. These include blending localized and global content, diversifying teaching methods, and strengthening faculty capabilities. The study finds that incorporating cultural confidence enriches the content of tourism courses and strengthens students' understanding and identification with their cultural heritage, fostering holistic development. The conclusion posits that emphasizing cultural confidence in tourism education enhances students' critical thinking and practical skills, contributes to the development of a uniquely Chinese tourism education system, and promotes the internationalization of China's tourism education.

Keywords: Cultural Confidence; Ideological and Political Education; Tourism Curriculum; Higher Education; Teaching Reform

1. Introduction

1.1 Research Background and Significance

The accelerating globalization process has intensified cultural exchanges and clashes, highlighting the uniqueness and competitiveness of national cultures. For China, with its rich

historical and cultural heritage, fostering cultural confidence is essential. Cultural confidence affirms cultural values and enhances national soft power. In education, integrating cultural confidence into teaching systems is a key reform issue. Tourism, with its direct cultural interactions, is pivotal for cultural confidence dissemination. As part of higher education, tourism programs must enhance students' cultural confidence and global perspective through ideological and political course construction, cultivating talents rooted in culture with global adaptability.

1.2 Review of Domestic and International Research

Cultural confidence, a blend of theory and practice, has gained attention from scholars worldwide. International studies often focus on cultural identity and capital, seldom addressing cultural confidence. In contrast, Chinese academia has made strides in theoretical exploration and practical application from philosophical, sociological, and educational perspectives. In curriculum ideological and political education, research indicates that it effectively boosts students' cultural identity and patriotism. However, systematic research in tourism courses remains scarce, with existing studies often being case-specific and lacking comprehensive frameworks and implementation paths.

1.3 Research Objectives and Methodology

This study aims to explore the application of cultural confidence in the ideological and political education of tourism courses from both theoretical and practical perspectives. By reviewing and summarizing existing research, it proposes strategies for integrating cultural confidence into tourism programs. Combining educational psychology and teaching methods, the study designs a curriculum implementation plan meeting modern needs. The effectiveness of these strategies is tested through comparative

analysis and surveys, providing empirical foundations for future research.

2. Theoretical Foundation

2.1 The Meaning and Significance of Cultural Confidence

Cultural confidence stems from identifying with one's cultural values and having faith in cultural development, reflecting a nation's dignity and confidence against foreign cultural influences. President Xi Jinping emphasized its foundational, extensive, and profound nature, involving recognition of cultural traditions, adaptation to modern developments, and expectations for future innovation. Cultural confidence not only preserves cultural heritage but also promotes innovation, showcasing unique charm in a global context.

2.2 Concept and Goals of Ideological and Political Education

Ideological and political education integrates these concepts into professional curricula, aiming to combine knowledge transfer with value guidance to cultivate socialist core values. The goal is an all-encompassing educational approach, making every course contributory to student development. It emphasizes the teacher's role in content design and method flexibility, helping students form correct values, worldviews, and life perspectives.

2.3 Characteristics and Needs of Tourism Curriculum

Tourism programs are interdisciplinary, practical, and closely tied to societal needs, covering culture, economics, management, and geography. Students must possess theoretical knowledge, practical skills, and cross-cultural communication abilities. As global tourism evolves, educational goals shift, demanding curriculum designs that enhance cultural confidence and understanding. Integrating cultural confidence into ideological and political education offers new perspectives, meeting modern tourism talent requirements.

3. The Necessity of Integrating Cultural Confidence into Tourism Curriculum Ideological and Political Education

3.1 Impact of Cultural Confidence on Tourism Development

In tourism, cultural confidence is impactful. Culture is central to tourism appeal and competitiveness. Regions with strong cultural confidence fare better in the global market, not only in cultural identity but also in product development and market strategy. Tourism students need deep cultural understanding and confidence to effectively market and innovate cultural tourism products. Global competition in cultural tourism has intensified, with countries developing unique brands from their cultural resources. China's tourism education must cultivate professionals who understand and convert cultural resources into products. Integrating cultural confidence in courses enhances students' local cultural interest and recognition, contributing creative and competitive cultural products to the industry.

3.2 Role of Cultural Confidence in Ideological and Political Education

Cultural confidence plays a key role in ideological and political education, achieving dual goals of knowledge transfer and value guidance. Integrating cultural confidence in tourism courses fosters deep understanding and pride in national culture. Teachers can use diverse methods like heritage case studies and modern creative industries to inspire cultural exploration and innovation. This integration also enhances students' comprehensive qualities and international competitiveness. Beyond classroom teaching, cultural confidence should manifest in practical activities, where real-world cultural experiences boost students' proactive cultural communication and critical thinking. This process not only enriches professional knowledge but also develops them as high-quality cultural communicators and innovators for the tourism industry.

4. Implementation Pathways for Ideological and Political Education in Tourism Curriculum

4.1 Integrating Localization and Globalization in Curriculum Content

Tourism curriculum design should blend local cultural characteristics with a global perspective, effectively merging localization and globalization. Course content should leverage China's rich cultural resources, transforming them into educational material. For example, world heritage courses could focus on Chinese

heritage sites, analyzing their cultural value and conservation status. Simultaneously, international heritage preservation trends and standards should be introduced to broaden students' global perspectives.

Global perspectives should also be reflected in the choice of teaching resources. Educators can utilize international open courses and engage in academic exchanges to access the latest global tourism industry trends and cultural protection concepts. This integration enhances students' cultural identity and pride while bolstering their international communication and cross-cultural adaptability.

4.2 Diversified and Innovative Teaching Methods

Innovative teaching methods are crucial for achieving the objectives of ideological and political education in tourism courses. Traditional lecture-based methods no longer suffice for student knowledge acquisition and skill enhancement. To effectively integrate cultural confidence education, educators can employ diverse teaching methods such as case studies, project-based learning, and scenario simulations.

Through case studies, students can analyze successful cultural tourism promotion cases, understanding the practical application of cultural confidence in tourism development. Project-based learning allows students to participate in actual cultural tourism project planning, developing their practical abilities and innovative thinking. Scenario simulations, through virtual tours and cultural exchange role-playing, enable students to experience cultural confidence in controlled settings, enhancing their cultural communication and cross-cultural interaction skills.

4.3 Enhancing and Training Faculty

Faculty capability is crucial for implementing ideological and political education. Teachers need extensive cultural knowledge and ideological education skills to incorporate cultural confidence effectively. Thus, faculty training is essential. Teachers can improve their cultural literacy and teaching abilities through academic exchanges, training sessions, and cultural courses.

Additionally, encouraging teachers to engage in interdisciplinary research can enhance their expertise in combining cultural confidence with

ideological education, improving course quality. In teaching practice, educators are not only knowledge transmitters but also cultural confidence ambassadors, continually learning and growing to better guide and inspire students.

5. Challenges and Opportunities in Ideological and Political Education for Tourism Courses

5.1 Main Challenges

Implementing ideological and political education with cultural confidence in tourism courses presents multiple challenges for educational institutions and educators. Firstly, integrating this into traditional disciplines requires innovative course design and execution, posing high demands on curriculum designers and implementers. The interdisciplinary nature of tourism courses necessitates breaking traditional teaching limitations, requiring deep innovation in content and methods. Many educators face barriers in cultural literacy and ideological education capabilities, hindered by educational background and workload limitations.

Student diversity further complicates course implementation. Tourism students have varied cultural backgrounds, learning habits, and cognitive levels, necessitating tailored educational content and methods. Ensuring effective education with limited resources and time presents a significant challenge.

5.2 Potential Opportunities and Development Prospects

Despite challenges, ideological and political education in tourism courses offers immense opportunities. The global tourism market's growing demand for cultural products presents vast prospects. Enhancing cultural confidence enables students to harness local cultural uniqueness, transforming it into competitive tourism products, fulfilling tourist desires for cultural depth and boosting national cultural soft power.

With increased national emphasis on cultural development and policy support, ideological education benefits from enhanced funding and resources, providing educational institutions with a favorable reform and innovation environment. Institutions can leverage these resources for faculty training, curriculum development, and teaching facility improvement,

enhancing implementation effectiveness.

In the long term, cultural confidence-oriented tourism education will drive educational internationalization. Collaboration with renowned international academic institutions can introduce advanced educational concepts and resources while showcasing China's cultural educational advantages globally. This bidirectional exchange enhances students' global perspectives and opens new opportunities for domestic tourism education.

6. Conclusion

This study explored the importance and implementation pathways of integrating cultural confidence into ideological and political education in tourism courses. Findings suggest that cultural confidence not only strengthens students' cultural identity and communication skills but also cultivates competitive, innovative talents for the tourism industry. Effective implementation requires comprehensive reform and innovation in course content, teaching methods, and faculty capabilities.

To advance ideological education in tourism courses, policymakers should enhance support in several areas: increasing policy and financial support for educational institutions for curriculum innovation and faculty training; establishing clear construction standards and evaluation mechanisms to ensure normative and effective implementation; and encouraging cooperation with international academic bodies to facilitate resource sharing and exchange. Practically, educators should focus on integrating cultural confidence education with professional knowledge. Teachers should continually enhance cultural literacy and teaching skills to meet new educational demands. Additionally, educators should explore diverse teaching methods to boost student engagement and interest.

References

- [1] Wang Na, Hu Aiping, Ye Zi. Exploration of Ideological and Political Education in the Curriculum Based on the "Trinity" Model from the Perspective of Cultural Confidence: A Case Study of Intermediate Financial Accounting [J]. China Management Informationization, 2023, 26(10):238-241.
- [2] Guo Ajun, Bai Bing. Reflections on Ideological and Political Education in University Curricula from the Perspective of Cultural Confidence [J]. Journal of Beihua University (Social Sciences Edition), 2023, 24(6):104-109.
- [3] Chen Jun, Lu Mang. Research on the Pathway of Ideological and Political Education Implementation in "Chinese Tourism Culture" from the Perspective of Cultural Confidence [J]. Think Tank Times, 2023:145-148.
- [4] Yuan Xiangzhu. Constructing the Integration Mechanism of "Cultural Confidence" in University Ideological and Political Education: A Case Study of "Intangible Cultural Heritage Protection" Course [J]. University: Ideological and Political Education Research, 2022(7):146-150.
- [5] Liu Xiaoyun, Meng Haiying, Yang Shuai. Exploration of Ideological and Political Education in Art and Physical Education University English Courses from the Perspective of Cultural Confidence [J]. Campus English, 2023.
- [6] Huang Li. Practical Exploration of Ideological and Political Education in Tourism Management Courses from the Perspective of Cultural Confidence [J]. 2021.
- [7] Wang Huayong. Strengthening Cultural Confidence and Exploring Ideological and Political Education Practices: A Case Study of "Introduction to Cultural Studies" at China Jiliang University [J]. Science Education Guide: Electronic Edition, 2019(33):2.
- [8] Shen Chunyan, Liu Qiang, Shen Qun, et al. Integrating Cultural Confidence-Oriented Ideological Education in Chinese Medicine Pharmaceuticals [J]. Chinese Medicine Modern Distance Education of China, 2024, 22(19):39-42.
- [9] Zheng Lei. Research on the Specialized Teaching Practice of "Curriculum Ideological and Political Education" from the Perspective of Cultural Confidence: A Case Study of "Site Design" at Xuzhou University of Technology [J]. Journal of Hubei Open Vocational College, 2024, 37(4):90-93.