

Research on the Innovation of Practical Teaching Mode of Ideological and Political Education Course in Colleges and Universities Based on the Integration of Local Economy and Cultural Tourism Resources

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Abstract: This paper focuses on the innovation of IPE courses practical teaching mode in colleges and universities under the background of the integration of local economy and cultural tourism resources. At present, there are some problems in the practical teaching of IPE courses in colleges and universities, such as the teaching content is not closely combined with local reality, the teaching methods and means are single, and the guarantee mechanism of practical teaching is not perfect. In order to improve this situation, the methods of literature research and investigation are used to explore innovative strategies from teaching content, methods, platform and evaluation. This paper focuses on the development of ideological and political practice teaching topics and characteristic teaching materials integrating local economy with cultural tourism. In teaching methods, innovative methods such as project-driven, scenario simulation, online and offline hybrid are adopted. It is found that when the proportion of online and offline learning time is 50%:50%, students' mastery of knowledge and teaching satisfaction are relatively high. At the same time, a diversified evaluation index system is established, in which the project results show 40% and the team cooperation performance accounts for 30%. Through these strategies, the aim is to improve the quality and effect of IPE courses practice teaching and provide reference for the reform of IPE teaching in colleges and universities.

1. Introduction

In the process of rapid development of today's society, the challenges and opportunities faced by IPE courses in colleges and universities coexist. On the one hand, the traditional IPE courses teaching model is difficult to fully meet the needs of the new era for the ideological literacy training of high-quality talents [1]. For a long time, IPE courses teaching focuses on the instillation of theoretical knowledge, and the practice teaching is relatively weak, which leads to certain obstacles in students' understanding and application of ideological and political theory, and their learning enthusiasm and initiative are insufficient [2]. On the other hand, the integration of local economy and cultural tourism resources is becoming an important strategy to promote economic transformation and promote cultural inheritance and development [3]. With the unique natural and human resources, many regions have realized the coordinated progress of economic and cultural industries [4]. This fusion situation provides rich and fresh materials and new development direction for IPE courses practice teaching in colleges and universities.

The purpose of this study is to explore an effective way to deeply integrate local economy and cultural tourism resources into the practical teaching of IPE courses in colleges and universities, and to innovate the teaching mode, so as to effectively improve the quality and effectiveness of IPE courses practical teaching. Theoretically speaking, this study is helpful to further enrich and improve the theoretical system of IPE courses practice teaching in colleges and universities, and deepen the understanding of the interaction between IPE and local economy and culture. In terms of practical significance, it can effectively solve the problems existing in the current practical teaching of IPE courses, such as the disconnection between teaching content and practice, the single teaching method and so on, significantly enhance the attraction and appeal of IPE courses, and improve

students' participation and sense of identity.

In terms of research methods, this study combined with investigation, through questionnaires, interviews and other forms, deeply explored the actual situation and existing problems of IPE courses practice teaching in colleges and universities. The innovation of this study lies in the organic integration of local economy and cultural tourism resources, and the construction of IPE courses practical teaching mode with local characteristics. This model breaks the fixed framework of traditional teaching, deeply excavates the IPE value contained in local resources, adds new vitality to IPE courses teaching, and makes IPE more targeted, effective and attractive.

2. The influence of the integration of local economy and cultural tourism resources on the practical teaching of IPE courses in colleges and universities

Economic industries with local characteristics contain many ideological and political elements. For example, the development of local manufacturing industry shows the spirit of local people's hard struggle and innovation, which is in line with the national spirit and the spirit of the times advocated in IPE and can guide students to establish correct values and struggle concept [5]. At the same time, the cultural value in cultural tourism resources has profound IPE connotation. Like local historical sites and folk culture, they bear the local historical memory and cultural heritage, and help to cultivate students' cultural self-confidence and feelings of home and country, so that ideological and political teaching is no longer limited to abstract theories, but based on concrete and sensible local materials [6].

The integration of local economy and cultural tourism resources has enabled IPE courses practice teaching to go out of campus. Students can go deep into local characteristic industrial parks, cultural tourism scenic spots and other places to experience the blending of economy and culture on the spot. A new teaching path combining online and offline has also been developed [7]. On-line digital local economic and cultural tourism resources platforms, such as virtual museums and online exhibitions of industrial development, can be used to provide students with rich information. Offline practical activities enhance students' personal experience, which complement each other and enrich teaching methods.

This integration greatly stimulates students' interest in learning. Compared with the traditional boring theoretical explanation, the content of the integration of local economy and cultural tourism resources is closer to life, vivid and interesting [8]. Moreover, through practical experience, students can better understand the ideological and political theory and promote the integration of knowledge and practice. Through on-the-spot observation and participation, they deeply understand the embodiment and application of ideological and political ideas in reality, so as to improve the effectiveness of IPE courses practice teaching and truly realize IPE goals.

3. Analysis of the problems existing in the practical teaching of IPE courses in colleges and universities at present

3.1. The teaching content is not closely integrated with the local reality

The theoretical teaching of IPE courses in colleges and universities often focuses on the macro-level national policies, ideology and other contents, and has insufficient practical contact with the local economy and the development of cultural tourism [9]. In areas with abundant local cultural tourism resources, IPE courses have not fully explored the IPE elements contained in them, which leads to the students' inability to connect the ideological and political theory they have learned with the cultural resources around them, and the theoretical study lacks realistic support. The existing IPE courses teaching cases are mostly national typical cases, and there are few cases aimed at the integration of local economy and cultural tourism. In order to understand this situation, this paper investigates the use of IPE courses teaching cases in five universities, and the results are shown in Table 1:

Table 1: Source distribution table of IPE courses teaching cases in colleges and universities

| Case source | Frequency of use (times/semester) | Proportion |
|---|--------------------------------------|------------|
| Cases of major national events | 20-30 | 60% |
| Inherent cases of teaching materials | 10-15 | 30% |
| The case of the integration of local economy and cultural tourism | 1-5 | 10% |

It can be clearly seen from Table 1 that cases related to the integration of local economy and cultural tourism are rarely used in IPE courses teaching. The lack of these targeted cases makes ideological and political teaching unable to effectively guide students to pay attention to local development, and it is also difficult to cultivate students' ability to analyze and solve local practical problems by using ideological and political theory.

3.2. Teaching methods and means are relatively simple

At present, the traditional methods of visiting and investigating are still widely used in the practical teaching of IPE courses in colleges and universities. Although these methods can get students out of the classroom, their forms are relatively fixed and students are in a passive acceptance state. A single practical teaching method is difficult to fully mobilize students' enthusiasm and creativity, and can not meet the diverse learning needs of students in the new era.

Today, with the rapid development of information technology, the application of modern information technology in IPE courses practice teaching in colleges and universities is not enough. Although some teachers will use multimedia courseware in classroom teaching, their application in practical teaching, such as online practice platform construction and virtual simulation practice teaching, is still lacking. Many colleges and universities have not yet established a perfect online practical teaching platform for IPE courses, which can not provide students with rich online practical resources and interactive communication space, thus limiting the space-time scope and teaching effect of practical teaching.

3.3. Practice teaching guarantee mechanism is not perfect

Practice teaching base is an important support of IPE courses practice teaching, but at present, there are some problems in practice teaching bases in many universities, such as insufficient quantity and low quality. Some colleges and universities have only established practical teaching bases with a few units, and the cooperation lacks depth and stability. These bases can't meet the diverse needs of IPE courses practice teaching, and can't provide students with comprehensive and systematic practice teaching experience. IPE courses teachers mostly have profound theoretical knowledge, but their practical experience is relatively insufficient. Many teachers lack working experience in the fields related to local economy and cultural tourism, and they don't know the local actual situation deeply enough. This makes it difficult for them to give practical and effective guidance when guiding students to practice teaching, which affects the quality of practice teaching.

IPE courses practical teaching needs some financial support, which is used for students' on-the-spot investigation, practical activities organization, teaching resources development and so on. However, at present, some colleges and universities invest relatively little in the practical teaching of IPE courses, which makes it difficult to carry out practical teaching activities on a large scale and with high quality. Due to the limitation of funds, some practical teaching links, such as field research and inviting experts to give lectures, cannot be carried out smoothly, which restricts the innovation and development of practical teaching.

4. Innovation strategy of IPE courses practical teaching mode in colleges and universities based on the integration of local economy and cultural tourism resources

4.1. Teaching content innovation

Dig deep into the ideological and political elements contained in local economic industries and

cultural tourism resources, and develop a series of teaching topics. For example, in view of the combination of local handicraft industry and cultural tourism, the topic of "inheritance of local characteristic industry and cultural self-confidence" was developed to guide students to understand the relationship between cultural inheritance and economic development and enhance cultural self-confidence from the aspects of industrial development history, persistence of skill inheritors and cultural value dissemination. Integrate local economic and cultural tourism resources, and compile practical teaching materials of ideological and political education with regional characteristics. The content of the textbook covers the local economic development model, the distribution of cultural tourism resources and cultural connotation, and sets questions of thinking and practice to help students combine theory with practice.

4.2. Teaching method innovation

Project-driven teaching method: taking specific projects as the carrier, let students complete tasks related to the integration of local economy, literature and tourism in groups. For example, to carry out the project of "designing local cultural tourism routes", students are required to comprehensively consider local scenic spots, cultural characteristics and economic development needs, and design a cultural and economic tourism route. Through the implementation of the project, students' teamwork, problem solving and innovation ability are cultivated.

Scenario simulation teaching method: create simulation scenarios related to local economic and cultural tourism scenarios, so that students can play different roles to experience. For example, simulating the management scene of local tourist attractions, students play the roles of the person in charge of the scenic spots, tourists, local residents, etc., and discuss the economic, cultural and social problems in the development of the scenic spots, so as to enhance students' ability to analyze practical problems by using ideological and political theory.

Online and offline mixed teaching method: online use of digital platform to provide rich learning resources, such as videos and cases of local economy and cultural tourism development, for students to learn independently. Organize field trips, group discussions and other activities offline. Table 2 shows the relationship between online and offline teaching time allocation and students' learning effect:

Table 2: Correlation table between online and offline teaching time allocation and students' learning effect

| Proportion of online learning time | Proportion of offline learning time | Students' mastery of knowledge (average score, out of 100) | Students' satisfaction with teaching (%) |
|------------------------------------|-------------------------------------|--|--|
| 30% | 70% | 75 | 80 |
| 50% | 50% | 82 | 85 |
| 70% | 30% | 78 | 82 |

As can be seen from Table 2, when the proportion of online and offline learning time is 50%:50%, students' knowledge mastery and teaching satisfaction are relatively high. Therefore, in actual teaching, we can refer to this ratio to arrange teaching time reasonably.

4.3. Practice teaching platform innovation

Integrate the data of local economy and cultural tourism resources, and build a digital platform integrating the functions of teaching resources display, online learning and interactive communication. Students can learn about local industrial trends, cultural connotations of cultural and tourist attractions and conduct online practice activities through the platform. At the same time, establish long-term and stable cooperative relations with local enterprises and cultural tourism institutions, and jointly build practical teaching bases. Provide students with opportunities such as field research and participation in projects, so that students can exercise their practical ability in real work scenes.

4.4. Teaching evaluation innovation

In addition to the traditional test scores, students' performance in practical projects, teamwork ability, innovative thinking and other evaluation indicators are increased. The results of the project account for 40%, teamwork performance accounts for 30%, daily online learning participation accounts for 20%, and test scores account for 10%. The students' learning effect is comprehensively evaluated. At the same time, pay attention to the evaluation of students' learning process, and track students' participation in practical projects and the improvement of problem-solving ability. Combined with the final summative evaluation, the overall learning achievement of students is comprehensively considered, and the learning effect of students is more accurately reflected.

5. Conclusions

The purpose of this study is to explore the innovation of IPE courses practical teaching mode in colleges and universities based on the integration of local economy and cultural tourism resources. Through the analysis of current problems and the exploration of innovative strategies, some achievements have been achieved. It is found that there are obvious problems in the content, methods and guarantee mechanism of current IPE courses practice teaching. For example, only 10% of the teaching cases involve the integration of local economy and cultural tourism, and the traditional practice teaching methods have obvious limitations. In view of these problems, a series of innovative strategies have been put forward and achieved positive results. In terms of teaching content innovation, the developed special topics and textbooks enrich the teaching materials; In the innovation of teaching methods, different teaching methods effectively improve students' participation and ability, and the mixed teaching method with online and offline time accounting for 50%:50% has good effect; The innovation of practical teaching platform provides more practical opportunities for students; Innovating teaching evaluation to realize comprehensive and objective evaluation of students' learning effect. However, there are still limitations in the research. In the future, we can further deepen the exploration of local resources, strengthen the research on the long-term mechanism of cooperation between schools and places, continuously improve the practical teaching mode of IPE courses in colleges and universities, and promote the better development of IPE.

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