

# A study on the path of ideological and political construction of English courses for tourism majors in higher vocational colleges

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**Abstract:** As an important part of modern service industry, tourism industry has become an important force to promote the development of national economy and the improvement of people's quality of life. The training of tourism major in higher vocational colleges is the key link to ensure the sustainable development of tourism industry. However, with the rapid development of the society and the increasing frequency of international exchanges, tourism students not only need to obtain solid professional knowledge and skills, but also need to have a high level of English to meet the needs of international exchanges. Based on the characteristics of the tourism industry and the needs of students, this paper discusses how to construct a set of teaching system suitable for tourism English courses in higher vocational colleges through ideological and political education, promote the overall development of students and the improvement of professional quality, and find a more scientific and systematic path for ideological and political construction, in order to provide some constructive enlightenment for the ideological and political education of tourism English courses in higher vocational colleges [1].

**Key words:** higher vocational education; tourism major; English courses; ideological and political construction; path inquiry

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## 1 Introduction

The ideological and political construction of English courses for tourism majors in higher vocational colleges is a highly concerned topic in the field of cultural education. The rapid development of tourism industry in China and the increasing frequency of international communication make English education in higher vocational tourism majors play a particularly important role. However, the traditional English courses only focus on the cultivation of language skills, ignoring the cultivation of students' ideological and political awareness and the ability to combine with the professional practice of tourism. Therefore, the ideological and political construction of tourism English courses in higher vocational colleges needs urgent attention and improvement. Through the exploration and practice of this study, we hope to provide an effective path for the ideological and political construction of tourism English courses in higher vocational colleges, and hope that it has a positive impact on the teaching and practice of related disciplines.

## 2 The importance of English ideological and political courses in higher vocational tourism major

As one of the most concerned majors in higher vocational institutions, the ideological and political construction of the English course is of great significance. The establishment of English ideological and political courses can not only meet the language learning needs of tourism students, but also cultivate students' ideological consciousness, values and social responsibility, and improve students' comprehensive quality and competitiveness.

#### 2.1 Increasing the integration of ideological and political elements

English ideological and political courses can increase the integration of ideological and political elements, so that students can understand and think about socialist core values and the socialist road with Chinese characteristics while learning English [2]. In the course content design, some ideological and political knowledge and cases related to tourism can be introduced, so that students can understand and think about the development and social responsibility of tourism through learning English, and establish correct values and world views.

#### 2.2 Stimulating students' ideological and political consciousness

English ideological and political courses can stimulate students' ideological and political consciousness by adopting diversified teaching methods and means. For example, through group discussion, case analysis and problem solving, students can be guided to think about ethics, environment, culture and other issues involved in tourism development, so as to develop their critical thinking and innovative consciousness. At the same time, teachers can also let students experience the practical problems of tourism by carrying out social practice activities and visiting tourist attractions, so as to promote their understanding and application of ideological and political knowledge.

#### 2.3 Improving students' practical ability and ideological and political quality

English ideological and political courses can also be combined with tourism professional practice to improve students' practical ability and ideological and political quality. By arranging relevant practical projects and tasks in the course, such as writing travel guides and designing travel routes, the schools can enable students to apply their English knowledge to actual tourism work and develop their practical operation ability and comprehensive quality. At the same time, through cooperation with enterprises and social organizations, students can also learn about the problems and challenges in the tourism industry, and further develop their social responsibility and teamwork skills.

English ideological and political courses play an important role in the tourism major of higher vocational colleges. The development of ideological and political education can meet students' English learning needs, cultivate students' ideological consciousness and social responsibility, and improve their comprehensive quality and competitiveness. Therefore, in the English course of tourism major in higher vocational colleges, we should attach importance to ideological and political construction, and constantly innovate the mode of ideological and political education by adjusting the course content, adopting diversified teaching methods and combining with practice, so as to provide favorable conditions for the all-round development of tourism major students.

### **3 The current situation of tourism English courses in higher vocational colleges**

Higher vocational education plays a vital role in improving students' employability and quality. As one of the important branches of higher vocational education, tourism major cultivates a large number of tourism professionals. As an important part of international language, English has also become a compulsory course for tourism majors in higher vocational colleges, which plays an important role in the training of tourism professionals. However, at present, there are still some problems in the ideological and political construction of tourism English courses in higher vocational colleges.

#### 3.1 Low level of tourism English courses construction and lack of integration degree

At present, many higher vocational colleges pay attention to teaching language knowledge and skills in English courses, but have insufficient understanding of the importance of ideological and political education, and lack a

comprehensive understanding and grasp of ideological and political education. Therefore, the ideological and political content of tourism English courses is relatively simple, which is difficult to meet the needs of cultivating students' comprehensive quality and socialist core values [3].

#### 3.1.1 The mismatch between course content and professional needs

At present, English courses generally emphasize the training of grammar, vocabulary, listening, speaking, reading and writing skills, and lack systematic training of knowledge and skills unique to tourism majors. As a result, students have difficulties in using English for tourism business communication, which cannot meet their actual work needs.

#### 3.1.2 Single teaching methods and means

The teaching methods of English courses are relatively traditional, mainly teacher-centered, and lack of interaction and practice. This teaching method cannot stimulate students' learning interest and motivation, nor can it cultivate students' practical application ability and innovative thinking ability.

#### 3.1.3 Lack of learning motivation among students

Due to the monotony of course content and teaching methods, students' interest in English courses and learning motivation are low. They often regard English courses as a task rather than a learning opportunity, and are unable to take the initiative to participate and actively engage in learning.

#### 3.1.4 Ideological and political education divorced from reality

Although there are often some ideological and political education contents in the English courses for tourism majors, these contents are often divorced from the actual tourism business and the actual needs of students. Ideological and political education lacks the organic combination with tourism professional knowledge and skills, and cannot deeply guide students' thinking development and value cultivation.

### 3.2 Traditional teaching methods and means need to be improved

At present, the teaching of English courses in some higher vocational colleges is still dominated by traditional teaching and explanation, which lacks interaction and inspiration. This teaching method is difficult to arouse students' thinking and participation, and it is difficult to stimulate students' ideological and political consciousness and innovative ability. At the same time, due to the characteristics of the English course itself, the teaching content is often quite boring, it is difficult to attract students' interest and attention, and it is more difficult to guide students to pay attention to ideological and political issues.

#### 3.2.1 Lack of interaction and practice

Traditional teaching methods are often teacher-centered, and students passively accept knowledge, lack of interaction and practice links. As a result, students' interest in learning and motivation are not high. They cannot actively participate in the class, nor can they truly master and apply the knowledge they have learned.

#### 3.2.2 Unable to meet the actual needs

Traditional teaching methods pay too much attention to the training of grammar, vocabulary, listening, speaking, reading and writing skills, while ignoring the practical application of tourism professional English. Students need to be able to accurately understand and use related tourism terminology, etiquette and service skills in practical work, but traditional teaching methods often cannot meet these needs.

#### 3.2.3 Lack of innovative thinking training

Traditional teaching methods focus on the indoctrination and memory of knowledge, and lack the ability to train students to think creatively and solve problems. In the travel industry, innovation and problem-solving skills are needed to better cope with complex work environments and demands.

### 3.2.4 Lack of learning motivation

Traditional teaching methods are often monotonous, boring, lack of interest and practicality, resulting in a lack of learning motivation among students. Students often have a resistance to English class and cannot actively participate in learning, which affects the learning effect and the cultivation of interest.

### 3.3 The problem of separation between practice and theory is also prominent

Tourism English courses focus on the cultivation of language knowledge and skills in teaching, but rarely combine with tourism practice. As a result, students lack understanding and thinking ability of tourism practice, and it is difficult to apply ideological and political theories to practice. At the same time, English courses for tourism majors in higher vocational colleges usually lack practical links, and students' practical ability and ideological and political quality cannot be fully exercised and improved.

#### 3.3.1 The teaching materials and course design do not meet the actual needs

Some teaching materials and course design of tourism English in higher vocational colleges are too theoretical and lack of practical application content and cases. It is difficult for students to combine theoretical knowledge with practical work in the learning process, resulting in a disconnect between theory and practice.

#### 3.3.2 Lack of practical teaching links

Traditional teaching methods focus on knowledge imparting and theoretical training, while the design and arrangement of practical links are insufficient. Students lack the training of practical ability, and cannot apply the knowledge to practical work, resulting in the separation of theory and practice.

#### 3.3.3 The shortage of teachers and teaching resources

Some tourism English teachers in higher vocational colleges have limited practical work experience and industry background, and cannot provide practical application cases and experience sharing. At the same time, the school's teaching resources and practice base are also relatively scarce, unable to provide students with sufficient practice opportunities.

## 4 Conclusion

To sum up, through the exploration and research on the ideological and political construction of English courses for tourism majors in higher vocational colleges, this study puts forward an effective path and provides some useful enlightenment for the teaching of related disciplines. However, this study still has some shortcomings, which need further research and practice to verify and improve. Future research can be carried out from the aspects of increasing curriculum practice and deepening the integration of ideological and political education with English education, so as to further improve the ideological and political construction effect of English courses for tourism majors in higher vocational colleges.

### Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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