

The Integration of Moral Education and Teaching: Research on the Cultivation Path of Mission Awareness of Ideological and Political Culture and Tourism Team

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Abstract: This study addresses the insufficient integration of teachers' sense of mission and responsibility with the fundamental task of moral education in applied disciplines such as Chinese Tourism in China's higher education. It proposes a "Moral-Education Integration" training model. By incorporating methods like establishing professional ethics, cultivating awareness, and assuming responsibilities, the model innovatively adopts a "situational identification—project-based reinforcement—local integration" approach. This deeply integrates teacher ethics development with teaching practices, aiming to cultivate dual-qualified faculty with both professional competence and a sense of responsibility. Practical implementation has demonstrated that this model effectively strengthens teachers' sense of mission and responsibility. Its achievements have been recognized as exemplary cases in ideological and political education at Guangdong universities and included in the National Ministry of Culture and Tourism's "Ten Thousand Tourism Talents Program." The model provides replicable and scalable experiences for cultivating dual-qualified faculty in the cultural and tourism sectors.

Keywords: Integration of Moral Education and Teaching, Ideological and Political Culture-Tourism Team, Sense of Mission and Responsibility, Cultivation Path.

1. Introduction

China's higher education system currently faces persistent challenges in faculty development, particularly in applied disciplines like cultural tourism. A key issue lies in the insufficient alignment between educators' professional commitment and the fundamental mission of "moral education and talent cultivation," with many failing to effectively integrate their responsibilities with national strategic priorities. This is especially evident in supporting China's rural revitalization strategy and Guangdong Province's "Hundred-Thousand-Ten Thousand Project," where faculty in cultural tourism-related fields often demonstrate weak responsiveness to national initiatives and a lack of proactive integration of teaching, research, and social services. Additionally, educators still fall short in addressing regional industrial needs and cultural development, failing to fully leverage universities' intellectual resources for high-quality socioeconomic progress. Furthermore, some teachers struggle to align their educational practices with the core mission of moral education, and the incorporation of ideological education into curricula remains superficial rather than deeply rooted.

2. Literature Review

The lack of responsibility awareness among cultural and tourism faculty remains a critical issue in the development of applied discipline teaching teams. Chen Jing (2023) noted that tourism management faculty in undergraduate institutions generally exhibit insufficient integration between professional mission and moral education tasks, particularly showing weak responsiveness when serving national strategies like rural revitalization [1]. Although education authorities emphasize that "dual-qualified" teachers should

combine industry practice with teaching expertise, existing research predominantly focuses on skill development while neglecting the integration of responsibility awareness and ideological-political elements [2]. Yihuang County in Jiangxi Province has effectively enhanced faculty accountability by embedding "DangJian" elements throughout young teachers' professional development through its DangJian-led master teacher studio initiative [3]. Cao Jingjing et al. (2025) proposed that "DangJian" should strengthen faculty responsibility through a "dual-leader" cultivation mechanism [4].

In terms of solutions, existing research proposes approaches such as DangJian integration and project-based practices, but lacks systematic integration. Zhang Yaoyu et al. (2025) mentioned that university teachers need to enhance their cultural literacy and communication skills, but failed to specifically integrate industrial practice scenarios [5]. Liu Xiaorong et al. (2023) pointed out that insufficient industrial collaboration among teachers leads to weak sense of responsibility, requiring strengthened mission commitment through social services [6]. Yang Wei et al. (2024) proposed that current ideological and political education (IPE) in management-related courses at local undergraduate institutions faces practical challenges, including students' need to solidify IPE concepts, teachers' insufficient comprehensive IPE literacy, and imperfect IPE institutional mechanisms. They suggested addressing these issues by aligning with local talent demands, tailoring approaches to specific disciplines, integrating professional development goals, clarifying IPE bottlenecks, and coordinating efforts with vocational competency cultivation and ideological education [7]. Zhang Xue (2024) proposed that under the background of cultural-tourism integration, universities should play a crucial role in promoting high-quality development of local cultural-tourism industries. They must

not only serve regional communities but also continuously strengthen their proactive awareness, participate throughout the entire process of cultural-tourism industry development, and comprehensively support its efficient growth [8].

Regarding the integration of moral education, Yang Yang (2025) emphasizes avoiding rigid indoctrination in teaching. Instead, it should be grounded in disciplinary content itself, guided by core values, and achieve organic integration of curriculum and ideological-political education through appropriate instructional design. The study proposes embedding ideological-political elements throughout the teaching process to synchronize the infusion of students' core values with professional knowledge transmission [9]. Li Sihui (2025) explores the communication pathways for integrating Qingyuan's red cultural tourism resources into university education systems from the perspective of "comprehensive ideological-political education" collaborative cultivation. This paper aims to investigate the systematic and innovative principles for deeply integrating Qingyuan's red cultural tourism into university education, as well as the temporal pathways for achieving value guidance and cultural immersion in ideological-political education. These findings provide theoretical support and practical references for cultivating new-era talents with both patriotic sentiment and practical capabilities [9].

Previous research has accurately identified the core issue of insufficient integration between cultural tourism educators' mission commitment and moral education, proposing solutions such as DangJian guidance and project-based practice. It has also explored theories like the organic integration of ideological education in courses and red cultural tourism education to cultivate moral-educational synergy, laying the foundation for developing responsible cultural tourism educators. However, existing studies lack targeted approaches to address the dual demands of "industry practice + responsibility commitment" for cultural tourism professionals. The proposed solutions lack systematic integration and fail to establish progressive training pathways, while also failing to deeply integrate the concept of moral-educational synergy with cultural tourism industry scenarios. To address these research gaps, this paper constructs a "moral-educational synergy" training model that deeply integrates teacher ethics development with industry practice. It designs a progressive path of "contextualized identification—project-based reinforcement—local integration," sequentially achieving: (1) forming national strategic value recognition through DangJian embedded in industry practice; (2) strengthening educational mission through teacher-student collaborative project reinforcement; and (3) realizing local alignment between teaching-research and industry needs through connection with regional cultural tourism projects. Ultimately, this model is embedded in specific industrial practice scenarios such as rural revitalization and the "Hundred-Thousand-Ten Thousand" project, forming a dual-qualified teacher training program that combines professional competence with responsibility commitment.

3. Solutions to the Problem

To address the persistent challenge of "weak sense of mission and responsibility" in cultivating practical competencies for cultural tourism educators, we have developed an innovative "Moral-Educational Integration" training model. This framework aims to nurture dual-qualified teachers who excel in both professional expertise

and social accountability. By deeply integrating ethical development with teaching practices under the guidance of moral-educational synergy, the model strengthens educators' commitment to serving industries and regional development. It ensures that teachers remain steadfast in their educational mission and professional responsibilities throughout their career growth.

3.1. DangJian Integration

Deeply embed DangJian (a Chinese Communist Party initiative) into the entire process of cultivating teachers' industrial practice capabilities. Through systematic design and multidimensional implementation, ensure the close integration of DangJian with teachers' professional development. Specifically, incorporate DangJian elements and value guidance into every stage of teachers' industrial practice participation. This enables teachers to gradually strengthen their identification with the Communist Party of China and national strategies through hands-on involvement and practical experience, thereby proactively assuming educational missions and social responsibilities. Ultimately, this "participation-driven identification, identification-driven commitment" mechanism facilitates contextualized learning of national strategies among teachers, promoting the coordinated development of their political literacy and professional competencies.

3.2. Establish the Awareness

In guiding teachers through industrial services, we must firmly uphold the fundamental principle of "moral education and talent cultivation," viewing industrial service as a crucial practice field and pathway to achieve this goal. By implementing a "teacher-student co-participation" project-based mechanism, we actively facilitate the effective transformation of industrial practice projects into student research topics. Teachers lead the formation of student teams to collaborate with frontline industry professionals on real-world projects. This two-way interactive model—where teachers immerse themselves in industries while students engage in projects—enables educators to fulfill their educational mission while reinforcing their sense of responsibility. Such a mechanism strengthens teachers' conviction that "educating is serving the future of industries," ultimately achieving seamless integration and deep synergy among the education chain, talent chain, and industrial chain.

Shoulder Responsibility: Universities actively implement the "Double Hundred Initiative," leveraging their talent and intellectual resources to support local economic development through professional technical assistance, scientific planning, and systematic talent training. These efforts comprehensively enhance regional economic growth, optimize industrial structures, and boost innovation capabilities, thereby facilitating high-quality and sustainable development. This demonstrates universities' commitment to serving society and contributing to national progress in the new era.

3.3. Strengthening Mission

Actively responding to and deeply integrating into the national strategies of "Rural Revitalization" and "Cultural-Tourism Integration," we proactively align with local development needs. By mobilizing faculty teams to leverage their professional expertise, we participate in social service initiatives such as "Cultural-Tourism Resource Support," "Rural Culture Exploration and Promotion," and "Township

Spatial and Industrial Planning." Through field research, planning development, technical consultation, and cultural empowerment, we effectively promote regional coordinated development. Simultaneously, we guide educators to consciously integrate their academic pursuits and professional values into the broader national development framework, achieving effective alignment between universities' social service functions and strategic objectives.

4. Innovative Training Path

This study systematically establishes a "Moral-Education Integration Navigation" model for cultivating cultural tourism industry competencies among educators. By organically integrating DangJian initiatives into the entire industrial practice process, it employs project-based collaborative approaches involving both teachers and students, alongside diversified social service activities such as "cultural tourism assistance" and "township planning." This model closely aligns with China's national strategies of "Rural Revitalization" and "Cultural-Tourism Integration," effectively reinforcing educators' dual mission of industrial service and moral education. It ultimately creates a new talent development pathway that integrates value guidance, competency cultivation, and social service.

We explore the "contextualized identification—project-based reinforcement—localized integration" approach to integrate moral education, aiming to address the current challenge of insufficient alignment between mission fulfillment and character cultivation in higher education institutions. The specific pathway is illustrated in Figure 1.

First, establish a contextualized identity development pathway. This approach seeks to transcend the conventional ideological and political education model that relies solely on "theoretical indoctrination," by organically integrating DangJian initiatives into teachers' professional practice. By organizing teachers to actively participate in frontline industrial projects, they gain firsthand experience of national strategies such as "Rural Revitalization" and the "Hundred-Thousand-Ten Thousand Project," thereby cultivating "contextualized cognition" rooted in practical engagement. This methodology not only helps educators fundamentally understand and endorse the value framework of national development, but also establishes a solid emotional and cognitive foundation for effectively incorporating ideological and political elements into their teaching practices.

Secondly, we establish a project-based reinforcement pathway. This approach systematically integrates practical education into the teaching process through an innovative "teacher-student co-participation" model, where educators and students jointly engage with frontline industries to address real-world challenges in regional development. In this process, teachers not only impart knowledge but also guide students in transforming industrial practice projects into pedagogically meaningful educational initiatives. Through this method, students enhance their comprehensive competencies in authentic scenarios, while teachers reinforce their professional conviction that "education serves the future of industries." Ultimately, this pathway not only facilitates deep integration between education and industry but also achieves a virtuous cycle of mutual empowerment between "serving regional industrial development" and "cultivating high-quality talents."

Furthermore, actively constructing localized integration pathways to closely align university teaching-research

endeavors with regional development needs. By proactively engaging with national strategic frameworks and systematically integrating disciplinary strengths with regional realities, we have effectively promoted the deep integration of academic research and local development practices through representative collaboration projects such as participating in the medium-to-long-term strategic planning of Zhaoqing Cultural Tourism Group and the Deqing County Rural Revitalization Cultural Tourism Special Assistance Program. In this process, cultural tourism expertise has not only been transformed into concrete actions serving national strategies and boosting local industries, but also fully demonstrated universities' social responsibilities and mission fulfillment in the new era. This approach effectively breaks through the traditional dilemma of "disconnection between ideological-political education and professional training," establishing "meeting practical industrial demands" as a crucial practice field for implementing the fundamental task of moral education. It truly achieves organic unity and positive interaction between fulfilling educational mission and implementing the core task of "moral education and talent cultivation."



Figure 1. Pathway for Cultivating Progressive Awareness of Mission and Responsibility in Cultural Tourism Teaching

5. Implementation Outcomes

In the process of serving industrial development and regional progress, faculty members have demonstrated significantly enhanced mission awareness, showing greater professional accountability and willingness to contribute to society. The teaching team actively participated in and successfully completed 46 key planning and research projects, including the "Rural Revitalization Cultural Tourism Assistance Program" and the "Hundred-Thousand-Ten Thousand Project" series. These projects encompassed the "Guangfu Cultural Ecological Protection Zone Development Plan", "Beautiful Countryside: Happy Blueprint 2017 Nanyue Village Planning", "Zhaoqing City Rural Revitalization Talent Development Medium-Term Plan", and "Fengkai County Tourism Development Master Plan". The practical outcomes were remarkable, with three exemplary cases selected as outstanding examples of ideological and political education in Guangdong Province's higher education institutions, showcasing the depth of integrating theory with practice. Several faculty members were appointed as lecturers for municipal-level Party schools and Party member training programs by the Zhaoqing Municipal Party Committee Organization Department due to their outstanding performance, while continuing to provide intellectual support for regional development through local talent training initiatives. Recognizing these outstanding contributions, the department was honored with the title of "Guangdong

Province's New Era University Dangjian 'Double Innovation' Work Benchmark Department".

Meanwhile, the core research achievement titled "Research on the Enterprise Internship Model for Tourism Management Faculty in Applied Undergraduate Institutions" has been successfully selected for the "Dual-qualified Teacher Training Program" under the "Ten Thousand Tourism Talents Initiative" organized by China's Ministry of Culture and Tourism. This achievement not only demonstrates theoretical innovation but also establishes replicable and scalable best practices in practice. It has become a national benchmark for cultivating dual-qualified faculty in cultural tourism, further highlighting the university's pioneering role in applied talent development and societal service.

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