

The Value and Utilization of Red Tourism Resources in the Learning and Education of the “Four Histories”

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Abstract: This paper discusses the value and innovative path of red tourism resources in the “four histories” learning education in colleges and universities. By analyzing the availability and spiritual inheritance of red tourism resources, it is proposed that integrating red tourism resources into the “four histories” learning education can help to cultivate a sense of political identity, national pride and cultural self-confidence. By analyzing the utilization and spiritual inheritance of red tourism resources, it is proposed that integrating red tourism resources into the learning education of the “Four Histories” can help cultivate the sense of political identity, national pride and cultural confidence. The study found that the learning of the Four Histories in colleges and universities has problems such as insufficient motivation, single form and insufficient utilization of resources. In this regard, innovative paths are proposed, including innovative learning scenarios, integrating red resources, telling good red stories, and building learning platforms, in order to enhance the initiative and motivation of college students, and deepen the integration of red culture and “Four Histories” learning education.

Keywords: Red Tourism Resources, Four Histories And Culture, Educational Practices,

BACKGROUND

At the beginning of 2020, General Secretary Xi put forward for the first time the concept of learning the history of the Party, the history of new China, the history of reform and opening up, and the history of socialist development, namely the “four histories” at the summary meeting of the theme education of “not forgetting the original heart, keeping the mission in mind” [1]. Red tourism resources is a vivid teaching material for the study and education of “four histories” in colleges and universities, and also an effective carrier for the study and education of “four histories” in colleges and universities, which is of great significance to enhance the practice of study and education and to implement the fundamental task of establishing morality and educating people.

Based on the study of red tourism resources and the connotation of “Four Histories” learning education, this paper

explores the value of red tourism resources in “Four Histories” learning education, analyzes the necessity of integrating red tourism resources into “Four Histories” learning education; finds the problems and analyzes the reasons behind the problems through field research; finally, combines theory and practice to discuss the integration of red tourism resources into “Four Histories” learning education in universities. On the basis of learning the connotation of “Four Histories” learning education, we dig deep into the value of red tourism resources in “Four Histories” learning education, analyze the necessity of integrating red tourism resources into “Four Histories” learning education. Finally, it combines theory and practice to explore the innovative path of integrating red tourism resources into “four histories” learning and education, to promote “four histories” learning and education in colleges and universities, to improve the initiative and enthusiasm of students in “four histories” learning, and to strengthen the in-depth fusion of red tourism resources and “four histories” learning and education.

It also strengthens the in-depth integration of red tourism resources and “four histories” learning education, cultivates students' consciousness of consciously inheriting and carrying forward the revolutionary culture and advanced socialist culture, and enhances their cultural self-confidence.

SIGNIFICANCE OF THE STUDY

Exploring and utilizing the red tourism resources and implementing the study and education of the “Four Histories” can help contemporary college students to enhance their idealistic beliefs and carry out thematic education activities. By exploring and utilizing the red tourism resources, promoting the innovation of the ideological and political class, advancing the cultural quality education in our university, cultivating students' consciousness of consciously inheriting and carrying forward the socialist culture with Chinese characteristics, and putting the education and learning of “Four Histories” of college students into practice, it has important help and significance in improving the cultural literacy of college students and enhancing their cultural self-confidence. The four histories are of great significance and help to improve their cultural literacy and enhance their cultural confidence.

RESEARCH STATUS

In January 2020, General Secretary Xi proposed at the summary conference of the theme education “Unforgetting the Beginning, Keeping the Mission in Mind” that the history of the development of socialism be added to the history of the Party, the history of new China, the history of reform and opening up. The study content of “the history of socialist development” was added to the “history of the Party, new China and reform and opening-up”. In June of the same year, the General Secretary pointed out that he hoped that Party members in general, and young Party members in particular, would study Marxist theory in earnest, and that they would closely link their ideals and beliefs to the “four histories”.

This paper summarizes the research results of scholars at home and abroad on red tourism resources and the study of the “Four Histories”, and draws the following conclusions:

In the research object, focusing on the education of red tourism resources in party members, for example, Zhang Qiong (2021) and others pointed out that red resources must be combined with party members' party education, so that red tourism resources into the campus hall, to strengthen the party education of party members [2]; Gao Mengjie et al. (2023) take

the on-site teaching of Guangzhou Municipal Party Committee Party School as an example to talk about the development and application of red tourism resources in the focus of party education [3]; Zhong Li et al. (2022) explore and analyze the path of red tourism resources deeply integrated into party school party education [4].

In terms of research content, it focuses on the utilization of red tourism resources and the importance of learning the “Four Histories”, for example, Luo Chun et al. (2021) elaborates on the importance and significance of deeply understanding the “Four Histories” learning and education from the perspective of the historical and realistic background of the era [5]; Wu Ting (2022) focuses on the utilization value of red tourism resources based on the analysis of rural revitalization strategy [6]; Pan Cheng (2021) promotes the utilization of red cultural tourism resources based on the proposal to play a greater value [7].

In the research direction, focusing on the economic value of red tourism resources elaboration, for example, Shao Dongmei (2021) pointed out that with the combination of red education and red tourism platform, the economic value of red tourism resources is developed [8]; Liu Wenjing (2021) pointed out that creating a red culture and tourism industry chain to form the ecological resource advantage of universities [9]; Wang Guixia et al. (2021) studied the quantitative assessment of economic value from the economic value of red tourism resources [10].

In summary, domestic and foreign scholars have made certain achievements in the research on red tourism resources and “four histories” party history education, but from the perspective of research object, the research on college students and members of the masses is insufficient; from the perspective of research content is relatively single, with a lot of expository content but not with a certain degree of practicability; from the perspective of research direction, the research on red tourism resources by domestic scholars focuses on the economic level, without integrating red tourism resources into the “four histories” learning and education. In terms of research direction, domestic scholars' research on red tourism resources focuses on the economic level, without integrating red tourism resources into the “four histories” learning education. Based on the study of red tourism resources, “Four Histories” related theories and the value of the times, this paper takes colleges and universities as an example, analyzes the status quo and problems of “Four Histories” education, and puts forward the path of integration and innovation accordingly.

RESEARCH CONCLUSIONS

The conclusion of the study shows that emphasizing the availability of red tourism resources in combination with their strong spiritual inheritance not only helps to expand their dissemination, but also effectively cultivates the people's sense of political identity, enhances national pride, and then builds cultural consciousness and self-confidence, thus enhancing the national cultural soft power. The details are as follows:

- (1) Emphasizing the availability of red tourism resources with strong spiritual inheritance and wide dissemination, the effective use of this resource is conducive to fostering the people's sense of political identity, enhancing national pride, establishing cultural self-consciousness and cultural self-confidence, and enhancing the country's cultural soft power.
- (2) The study of the "Four Histories" is an urgent need to learn from experience and wisdom; it is an important content of firm ideals and beliefs; and it is the proper meaning of exploring and utilizing red tourism resources.
- (3) The necessity of red tourism resources in the "four histories" learning and education: in today's changing society, it is necessary to pay attention to the traditional red culture learning and the "four histories" education for college students, in order to let college students learn from the experience in the history, and set up a great life ideal; college students have special characteristics, and it is important for them to learn from the experience and set up a great life ideal; college students have special characteristics. Ideal; college students have special characteristics, the integration of red tourism resources into the "Four Histories" learning education can make college students enhance their sense of responsibility and sense of mission.
- (4) The current situation of "Four Histories" learning education in colleges and universities: task-based learning

cannot motivate college students to take the initiative to learn; the form of "Four Histories" learning education is relatively single; red tourism resources are relatively utilized in "Four Histories" learning education; and red tourism resources are relatively utilized in "Four Histories" learning education. The utilization of red tourism resources in "four histories" learning education is relatively scarce.

- (5) Innovative paths to promote the integration of cultural resources into "Four Histories" learning and education: combining learning and thinking, making good use of red tourism resources, innovating "Four Histories" education and learning scenarios; integrating and utilizing red tourism resources; telling good red stories to enrich the learning of "Four Histories" in colleges and universities. "The integration and utilization of red tourism resources; the telling of red stories to enrich the learning content of the four histories; and the creation of a platform for learning and education on the four histories in colleges and universities.

In general, the current "four histories" learning education in colleges and universities exists such problems as task-based learning can not motivate students to take the initiative to learn, the form of education is relatively single, and there is a lack of utilization of red tourism resources. Therefore, it is crucial to promote the innovative path of integrating cultural resources into the learning education of the Four Histories. This includes combining learning and thinking, making good use of red tourism resources, innovating "four histories" education and learning scenarios, integrating and utilizing red tourism resources, telling good red stories to enrich the content of "four histories" learning in colleges and universities, and creating a platform for learning and education in colleges and universities on "four histories". "Measures are taken to enhance students' enthusiasm for learning history, enrich the learning content, and promote the overall development of students' ideological and political education.

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