

Symbol • Narrative • Experience: A Study on the Three-Dimensional Empowerment Path of Integrating Cultural and Tourism Resources into the Education of the Chinese National Community Consciousness in Universities

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Abstract: Forging a strong sense of the Chinese national community is an important component of the national strategy in the new era, and universities bear significant responsibility in cultivating this consciousness among the younger generation. Cultural and tourism resources, serving as important carriers of Chinese history, culture, national spirit, and values, contain rich educational value. This paper explores the empowerment paths for integrating cultural and tourism resources into the education of the Chinese national community consciousness in universities from three dimensions: symbol, narrative, and experience. Using literature research, case analysis, and theoretical analysis methods, a relevant theoretical framework is constructed, the mechanisms of three-dimensional empowerment are analyzed, and specific empowerment paths along with safeguard mechanisms are proposed. The research indicates that the symbolic dimension can build a cognitive system to enhance cultural identity, the narrative dimension can innovate methods to transmit historical memory, and the experiential dimension can design activities to deepen emotional identification. A sound safeguard mechanism is key to the effective implementation of these paths.

Keywords: Cultural and Tourism Resources; Universities; Education of the Chinese National Community Consciousness; Symbol; Narrative; Experience

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1 Introduction

In the context of the new era, forging a strong sense of the Chinese national community is a crucial part of the national strategy. Universities, as important fronts for talent cultivation and cultural transmission, shoulder the significant task of nurturing this consciousness among the youth. Cultural and tourism resources, serving as vital carriers of Chinese historical culture, national spirit, and values, possess immense educational value. Integrating these resources into the education of the Chinese national community consciousness in universities can not only enrich educational content and forms but also enhance the persuasive power and effectiveness of this education.

Currently, research on the integration of cultural and tourism resources with ideological and political education in universities has a certain foundation. However, studies focusing specifically on their empowering pathways within the education of the Chinese national community consciousness still need further depth. Existing research often emphasizes macro-level significance, lacking systematic exploration of specific dimensions and practical paths. Therefore, this study, proceeding from the three dimensions of symbol, narrative, and experience, explores the empowerment paths for integrating cultural and tourism resources into the education of the Chinese national community consciousness in universities, holding significant theoretical and practical importance.

This research employs literature research, case analysis, and theoretical analysis methods. By reviewing relevant

domestic and international literature, a theoretical framework is constructed. Combining specific cases of cultural and tourism resources, their empowering roles across the three dimensions are analyzed. Ultimately, operable three-dimensional empowerment paths and safeguard mechanisms are proposed to provide references for universities conducting education on the Chinese national community consciousness.

2 Relevant Theoretical Foundations

2.1 The Connotation of the Chinese National Community Consciousness

The sense of the Chinese national community consciousness refers to the sense of identity, belonging, and responsibility that members of all ethnic groups feel towards the Chinese nation. It serves as a spiritual bond for the unity, development, and progress of the Chinese nation. It encompasses shared historical memory, cultural heritage, values, and a sense of a community with a shared future, emphasizing the interdependence, integration, and common development among all ethnic groups.

2.2 The Educational Value of Cultural and Tourism Resources

Cultural and tourism resources include material cultural heritage, intangible cultural heritage, natural landscapes, red culture resources, etc. These resources carry the historical traditions, cultural spirit, and national sentiments of the Chinese nation, possessing significant educational value. Through the exploration and utilization of cultural and tourism resources, students can intuitively experience the long history and splendid culture of the Chinese nation, enhance national pride and identity, and promote the formation of the Chinese national community consciousness.

2.3 Theoretical Support for Symbol, Narrative, and Experience

Symbolic theory posits that symbols are carriers of meaning, and interpreting symbols allows understanding of their underlying cultural connotations. Cultural and tourism resources contain numerous cultural symbols, which are important manifestations of the Chinese national community consciousness. Narrative theory emphasizes the transmission of values and emotional experiences through storytelling. Narrative contents such as historical stories and legends within cultural and tourism resources can evoke emotional resonance among students. Experiential theory focuses on individual personal experiences and feelings. By allowing students to participate in cultural and tourism activities, they gain direct experience and insight, deepening their understanding of the Chinese national community.

3 The Three-Dimensional Empowerment Mechanism of Integrating Cultural and Tourism Resources into the Education of the Chinese National Community Consciousness in Universities

3.1 Empowerment Mechanism of the Symbolic Dimension

Symbols within cultural and tourism resources function to build consensus and transmit culture. These symbols include architecture, clothing, totems, writing, etc., which are symbols of the common culture of the Chinese nation. Interpreting and disseminating these symbols can help students recognize the commonalities and individuality of various ethnic cultures, strengthening their overall identification with Chinese national culture. For example, the Great Wall, as a symbolic representation of the Chinese nation, not only reflects ancient China's military defense capabilities but also symbolizes the unity and resilience of the Chinese nation.

3.2 Empowerment Mechanism of the Narrative Dimension

Narrative is an important way to transmit historical memory and values. Cultural and tourism resources contain rich narrative content such as historical stories, ethnic legends, and revolutionary deeds, which vividly showcase the development journey and spiritual outlook of the Chinese nation. By excavating and recounting these narratives, students can understand the shared history and struggle of the Chinese nation, enhancing their sense of belonging and responsibility. For instance, the story of the Silk Road demonstrates trade and cultural exchanges between ancient ethnic groups, reflecting the open and inclusive spirit of the Chinese nation.

3.3 Empowerment Mechanism of the Experiential Dimension

Experience allows students to gain direct emotional feelings and cognitive understanding, thereby deepening their comprehension of subjects. Cultural and tourism resources provide students with abundant experiential opportunities, such as visiting historical sites, participating in folk activities, and experiencing red culture. Through these experiential activities, students can personally feel the cultural charm and spiritual power of the Chinese nation, strengthening their emotional identification with the Chinese national community. For example, students participating in the Dai Water-Splashing Festival can experience the enthusiasm and exuberance of Dai culture while also appreciating the unity and friendship among different ethnic groups.

4 Three-Dimensional Empowerment Paths for Integrating Cultural and Tourism Resources into the Education of the Chinese National Community Consciousness in Universities

4.1 Symbolic Dimension: Constructing a Symbolic Cognitive System to Enhance Cultural Identity

Excavate symbolic elements from cultural and tourism resources: Universities should organize professional teachers and researchers to systematically categorize various cultural and tourism resources and unearth representative cultural symbols within them. For example, extracting elements like symmetry and majesty from the architectural style of the Forbidden City, or religious and artistic symbols from the murals of the Dunhuang Mogao Caves.

Conduct symbolic interpretation and teaching activities: Integrate the excavated symbolic elements into classroom teaching. Use special lectures, case studies, and other forms to interpret the cultural connotations and symbolic meanings of these symbols for students. Simultaneously, organize students to engage in practical activities like symbol design and creative projects, allowing them to deepen their understanding and identification with symbols through the creative process.

Create a campus symbolic cultural environment: Appropriately place symbolic elements from cultural and tourism resources across the campus. Display representative cultural symbols in locations such as campus buildings, bulletin boards, and cultural squares to create a strong symbolic cultural atmosphere, allowing students to be subtly influenced in their daily lives.

4.2 Narrative Dimension: Innovate Narrative Methods to Transmit Historical Memory

Construct a diversified narrative content system: Integrate various narrative contents from cultural and tourism resources to form a diversified system including historical stories, ethnic legends, revolutionary deeds, and modern development achievements. For example, incorporate stories like the Long March of the Red Army and tales of various ethnic groups jointly resisting foreign aggression into the narrative content.

Adopt diverse narrative techniques: Utilize new media technologies such as short videos, animations, and virtual reality (VR) to innovate narrative methods, making the content more vivid, visual/figurative – choosing 'vivid' covers it, and attractive. For instance, produce a VR documentary about the Silk Road, allowing students to immersively experience the prosperity of ancient trade.

Carry out narrative practical activities: Organize students to participate in narrative practical activities like storytelling, drama performances, and documentary filming. Let students become the subjects of narration, transmitting historical memory through practice and enhancing their identification with the Chinese national community.

4.3 Experiential Dimension: Design Experiential Activities to Deepen Emotional Identification

Organize field research and experiential activities: Collaborate with cultural and tourism departments to organize student field trips to historical sites, cultural scenic areas, red education bases, etc. During these trips, use guide explanations and on-site experiences to help students gain an in-depth understanding of the history, culture, and spiritual connotations behind the resources. For example, organize visits to Yan'an, the sacred site of the revolution, allowing students to experience the harsh living conditions of revolutionary predecessors and feel the revolutionary spirit.

Hold campus cultural experience activities: Host events on campus such as folk culture festivals, intangible cultural heritage displays, and red culture performances, enabling students to closely contact/engage with and experience various

ethnic cultures. For instance, invite minority artists to perform ethnic songs and dances or demonstrate intangible cultural heritage skills, allowing student participation and feeling the charm of ethnic cultures.

Develop online virtual experience activities: Utilize technologies like virtual reality (VR) and augmented reality (AR) to create online virtual cultural and tourism experience platforms. This allows students to experience resources from various locations without leaving campus. For example, use virtual technology to recreate the entire Forbidden City, allowing students to tour it virtually and learn about its history and culture.

5 Safeguard Mechanisms

5.1 Organizational Safeguards

Establish a leadership group for integrating cultural and tourism resources into the education of the Chinese national community consciousness, composed of university leaders, heads of relevant departments, and professional teachers. Its core responsibility is to build a closed-loop management system of "top-level design -- middle-level execution -- grassroots feedback." The university Party committee secretary or president serves as the leader, convening regular thematic meetings to develop annual work plans and medium-to-long-term development plans aligned with national strategy and university talent training objectives. Under the leadership group, set up a special project office consisting of heads from departments like Propaganda, Student Affairs, Academic Affairs, and the Youth League Committee. This office is responsible for decomposing tasks and coordinating cross-departmental resource linkage, such as integrating course settings from Academic Affairs with practical activity arrangements from the Youth League Committee. Simultaneously, establish a dynamic feedback mechanism to collect opinions from teachers and students through regular surveys and seminars, allowing for timely adjustment of strategies to ensure deep integration of educational activities with the university's educational system, avoiding formalism and fragmentation.

5.2 Resource Safeguards

Build a collaborative resource supply network involving "government, industry, academia, research, and application". Sign strategic cooperation agreements with local cultural and tourism bureaus to jointly establish educational practice bases. For example, incorporate local museums and red memorial halls into the university's practical teaching map, regularly obtaining digitized cultural relic resources and the latest exhibition information. Partner with cultural enterprises to develop customized educational products, such as intangible cultural heritage experience course packages or VR cultural and tourism resource libraries designed for university needs. Establish literature resource sharing mechanisms with museums and archives, opening access to historical documents, oral history materials, and other research resources to support teaching and student research. Regarding funding, set up a special education fund. Funding sources can include university annual budget allocations, special grants from cultural and tourism departments, and social donations. Funds should be prioritized for subsidies for research trips, resource development costs, and teacher training expenses. Implement strict fund management systems, jointly supervised by the finance department and the leadership group office, ensuring every expenditure enhances educational effectiveness, such as prioritizing coverage of transportation and accommodation costs for financially disadvantaged students participating in field research.

5.3 Faculty Safeguards

Implement a "dual-qualified" teacher training program, meaning teachers with both theoretical knowledge and practical experience. Develop systematic training plans: annually select 10-15 teachers of ideological and political education and professional course teachers to participate in cultural training classes organized by cultural and tourism departments, deeply studying professional knowledge like cultural relics archaeology and ethnic culture; cooperate with renowned universities for secondment programs, sending teachers to institutions like colleges of history and culture or ethnic studies for further study for six months to a year to enhance theoretical literacy; organize teachers to participate in the development practices of cultural and tourism resources, such as contributing to local chronicle compilation or intangible cultural heritage project documentation, to accumulate practical experience. Simultaneously, establish a part-time teacher resource pool, hiring three types of personnel as off-campus mentors: experts and scholars from the cultural and tourism system, such as

museum curators or cultural relic appraisal experts, responsible for giving special lectures; practical talents like intangible cultural heritage inheritors and folk artists, tasked with skills teaching; cultural workers among outstanding alumni to share experiences in grassroots cultural construction. Establish faculty assessment and incentive mechanisms, incorporating the ability to teach using cultural and tourism resources into reference indicators for teacher professional title evaluation and awards. Recognize and reward outstanding teaching achievements.

5.4 Evaluation Safeguards

Establish a "three-dimensional, multi-subject, whole-process" evaluation system. Regarding evaluation content, besides traditional cognitive tests for students (e.g., questionnaires on Chinese national history and culture knowledge), add assessments of emotional attitudes (evaluating changes in ethnic identity through interviews and psychological scales) and observations of behavioral performance (recording the frequency and quality of student participation in cross-ethnic exchange activities, cultural volunteer activities, etc.). Adopt a combined evaluation approach of "teacher evaluation -- student evaluation -- social evaluation": teachers conduct process evaluations through classroom performance and practical reports; students provide satisfaction feedback on teaching content and activity design through anonymous questionnaires; invite representatives from cultural and tourism departments and the community to participate in outcome assessments, such as evaluating the effectiveness of students' ethnic culture dissemination during cultural festivals. The evaluation method emphasizes the combination of qualitative and quantitative measures. Quantitatively, set measurable indicators, such as student awareness rates of common knowledge about the 56 ethnic groups, participation rates in research activities, etc. Qualitatively, use case studies, growth portfolios, etc., to record students' deep-seated changes in values and ethnic sentiments. Apply evaluation results to a dynamic improvement mechanism. Form an evaluation report each semester. For indicators with lower scores (e.g., insufficient student participation in certain activities), the leadership group should lead the formulation of rectification plans, such as adjusting activity schedules or innovating format designs, to ensure continuous improvement in educational quality.

6 Conclusion and Outlook

6.1 Research Conclusion

This study explored the empowerment paths for integrating cultural and tourism resources into the education of the Chinese national community consciousness in universities from the three dimensions of symbol, narrative, and experience. The research suggests that the symbolic dimension, by constructing a symbolic cognitive system, can enhance students' cultural identity; the narrative dimension, by innovating narrative methods, can transmit historical memory and enhance students' sense of belonging; the experiential dimension, by designing experiential activities, can deepen students' emotional identification. Simultaneously, establishing sound safeguard mechanisms is crucial for ensuring the effective implementation of these paths.

6.2 Research Outlook

Although this study proposed three-dimensional empowerment paths, their practical application requires further testing and refinement. Future research could combine with specific university cases to conduct in-depth analysis of the implementation effects and existing problems of these paths, proposing targeted improvement measures. Meanwhile, with the continuous development of technology, more ways to utilize new technologies for developing and leveraging cultural and tourism resources can be explored to enhance educational effectiveness and innovation. Furthermore, comparative studies on different regions and types of universities can be strengthened to provide more personalized plans for integrating cultural and tourism resources into the education of the Chinese national community consciousness in universities.

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