

Research on the Interactive Relationship between Industrial and Heritage Tourism Educational Reform and Local Economic Development

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Abstract: This paper explores the interactive relationship between industrial and heritage tourism educational reform and local economic development, aiming to provide talent and intellectual support for regional sustainable development. Through theoretical analysis, comprehensive status evaluation, in-depth interaction exploration, and case studies, it reveals how educational reform promotes local economic development via talent industrial integration, and cultural dissemination, while local economic development offers practical platforms and resources for educational reform. The study finds a complex and synergistic interaction: well-designed educational reforms significantly boost local economic prosperity, and economic growth in turn enriches educational practices. Consequently, this paper proposes optimization paths for industrial and heritage tourism educational reform to achieve mutual reinforcement, injecting vitality into local economies.

1. Introduction

(1) Background of the Rise of Industrial and Heritage Tourism

In the era of Industry 4.0, with the rapid development of the global economy and the continuous upgrading of the industrial structure, traditional industrial production methods have gradually been replaced by modern industrial models, leaving behind a large number of industrial heritages. These former industrial heritages carry the historical memories and cultural connotations of specific possessing unique historical value and cultural charm. In the current context of the booming tourism industry, people's demands for tourism experiences are increasingly diverse. Industrial and heritage tourism, as a new form of tourism, has emerged to meet these demands. It takes industrial heritages its carrier and, by showcasing industrial production processes, industrial culture, and industrial history, provides tourists with a brand-new tourism experience, satisfying their curiosity and desire explore industrial civilization.^[1]

(2) The Correlation between Teaching Reform and Local Economic Development

Teaching reform, as a crucial aspect in the field of education, has a profound impact on talent cultivation and social economic development. In the domain of industrial and heritage tourism, teaching reform can cultivate high-quality professionals that meet the demands of the industry. Once these talents enter the workforce, they can apply their knowledge and skills to promote the

development and operation of industrial and heritage tourism projects, thereby driving local economic growth. Meanwhile, the development of the local economy also provides a practical platform and resource support for teaching reform. [2]Local governments and enterprises have facilitated the close integration of teaching and practice by investing funds and offering internship bases, making teaching reform more in line with the actual needs of the industry.

2. Analysis on the present situation of the reform of industry and heritage tourism teaching

(1) The disconnection between teaching content and industrial demand

1) The curriculum is unreasonable

At present, the curriculum of industrial and heritage tourism in many universities is unreasonable and fails to fully consider the actual needs of industrial development. Part of the course content is too theoretical, lack of practice and application, it is difficult for students to combine theoretical knowledge with practical operation in the learning process. Although courses such as "Introduction to Tourism" and "Tourism Marketing" offered by some universities have laid the basic theoretical knowledge of tourism for students, in the specific field of industrial and heritage tourism, these knowledge are not applicable and targeted, and students often need to spend a long time to adapt to the working environment and requirements when they work in industrial and heritage tourism enterprises after graduation.

2) Lack of cutting-edge industry knowledge

With the rapid development of industrial and heritage tourism, new tourism products, marketing models and management ideas are emerging. However, the updating of the teaching content of colleges and universities is relatively lagging behind, failing to timely incorporate the industry frontier knowledge into the teaching system. There is a big gap between the knowledge students come into contact with in the learning process and the development status of the actual industry, resulting in their lack of innovation awareness and ability to deal with new problems in the actual work. In recent years, new technologies such as virtual reality (VR) and augmented reality (AR) have been applied more and more widely in industrial and heritage tourism, but many colleges and universities have not set up relevant courses or practical teaching links, and students' understanding and application ability of these new technologies are weak, which is difficult to meet the needs of enterprises for high-quality tourism talents.

3) Insufficient exploration of cultural connotation

The core attraction of industrial and heritage tourism lies in its unique industrial cultural connotation. However, in the current teaching process, colleges and universities do not pay enough attention to the excavation and inheritance of the cultural connotation of industrial heritage, and the explanation of the historical value, social value and artistic value of industrial culture in the course content is relatively shallow. In the process of learning, students fail to deeply understand the essence of industrial heritage culture, and cannot fully demonstrate the charm of industrial culture in the design and marketing of tourism products, which affects the quality and attractiveness of industrial and heritage tourism products. In the development of some industrial and heritage tourism projects, because the developers do not have a deep understanding of the connotation of industrial culture, the design of tourism products lacks creativity and characteristics, and cannot attract tourists, which affects the economic and social benefits of the projects.

(2) The deficiency of practical teaching

1) The construction of practice teaching base is lagging behind

Practical teaching is an important part of industrial and heritage tourism teaching reform, which can improve students' practical ability and problem-solving ability in practical operation. However, at present, the construction of practical teaching bases in many universities is relatively lagging

behind, and the deep cooperation with local industrial heritage resources is lacking. Although some colleges and universities have established practice bases, these bases are small in scale and simple in facilities, which can not meet the practical teaching needs of students.

2) The practice teaching is not systematic

The practice teaching in colleges and universities generally lacks the systematic problem, and the content of practice teaching is scattered, which fails to form a complete practice teaching system. The connection between practical teaching and theoretical teaching is not close enough, and students can't get the guidance of theoretical knowledge in time when they meet the problems in the practice process, which affects the effect of practical teaching. In the practice arrangement of some colleges and universities, students do not receive systematic practical skills training before the practice, lack the follow-up guidance of teachers during the practice, and do not conduct in-depth summary and reflection after the internship, resulting in poor practice effect and limited improvement of students' practical ability.

3) Low enterprise participation

Enterprises should play an important role in practice teaching and provide students with practice opportunities and guidance. However, at present, the enthusiasm of enterprises to participate in practical teaching is generally low, the main reason is that enterprises have insufficient understanding of the importance of practical teaching, worried that students' practice will affect the normal production order of enterprises, and enterprises can not get the corresponding economic benefits from practice.^[3] In addition, the cooperation mechanism between universities and enterprises is not perfect, and the lack of effective communication and coordination platform also leads to the low participation of enterprises in practical teaching. Some enterprises only accept a small number of students to practice in the tourist season, and refuse to accept students in the off-season, which makes the practical opportunities of students limited and unable to meet the teaching requirements.

(3) The uniformity of teaching methods

1) Traditional teaching method is dominant

In the teaching of industry and heritage tourism, the traditional classroom teaching method is still the main teaching method. When teachers teach by explaining theoretical knowledge and playing multimedia courseware in class, students are in a passive position to accept knowledge and lack the opportunity to actively participate and think.^[4] This teaching method is difficult to stimulate students' learning interest and innovative thinking, and is not conducive to cultivating students' practical ability and comprehensive quality.

2) Insufficient application of emerging teaching technology

With the rapid development of information technology, emerging teaching technologies such as virtual reality (VR), augmented reality (AR) and online education platform provide new opportunities for teaching reform.^[5] However, at present, the application of these new teaching technologies in the teaching of industrial and heritage tourism is still relatively insufficient, and it fails to give full play to its advantages. Some colleges and universities have not been equipped with advanced teaching equipment due to funds, technology and other reasons, and teachers lack the ability and experience to use new teaching technologies.

3) Lack of diversity in teaching methods

In addition to the insufficient use of lecturing methods and emerging teaching techniques, there is a lack of diversity in the teaching methods of industrial and heritage tourism. In some colleges and universities, case teaching method, project-driven teaching method, group discussion method and other diversified teaching methods are seldom used in the teaching process. The teaching process is boring and students' learning enthusiasm is not high.

3. The optimization path of industrial and heritage tourism teaching reform

(1) Strengthen the precise docking of curriculum and industrial needs

1) Optimize the curriculum system

According to the local industrial heritage resources and industry needs, adjust the curriculum, increase practical and innovative courses. Courses such as "Industrial and Heritage Tourism Product Design", "Industrial Tourism Marketing" and "Industrial Heritage Protection Technology" are offered to enable students to systematically learn the planning, operation and protection knowledge of industrial and heritage tourism. At the same time, we pay attention to the updating and optimization of course content, and timely incorporate industry frontier knowledge and new technologies into the teaching system, so that students can grasp the latest industry dynamics and development trends.

2) Introduce case teaching

In the teaching process, case teaching method is widely used to enhance students' practical ability and innovative consciousness by analyzing practical cases. When explaining the course of industrial and heritage tourism product design, successful industrial and heritage tourism projects at home and abroad are selected as cases, and students are guided to analyze the design ideas, operation modes and marketing strategies of the projects. Through case discussion and analysis, students will have an in-depth understanding of the actual operation process of industrial and heritage tourism, and improve their ability to solve practical problems.

(2) Strengthen the connection of practical teaching

1) Establish a diversified practice base

The school cooperates with local industries and cultural heritage enterprises, cultural and creative parks, museums, etc., to establish a diversified practice and teaching base.^[6] These bases should have different functions and characteristics to meet the practical needs of students in tour guide services, event planning, marketing, cultural and creative product development, etc.

2) Improve the practical teaching system

Schools should build a perfect practical teaching system, including the links of practical teaching objectives, content, methods, evaluation and so on. The practical teaching objectives should specify the ability requirements that students should achieve in the practice process, such as practical operation ability, teamwork ability, problem solving ability, etc. The content of practical teaching should cover all aspects of industrial and heritage tourism, such as tourism product planning, marketing, event organization, tourist service, etc. Practice teaching methods should be diversified, using field trips, project-driven, role playing and other methods to improve students' participation and practice effect; Practice teaching evaluation should pay attention to the combination of process evaluation and result evaluation, and comprehensively evaluate students' practice performance and ability improvement.

4. Conclusion

This study deeply discusses the interactive relationship between the reform of industry and heritage tourism teaching and local economic development, and finds that the two promote each other. Teaching reform promotes local economic development through talent training, industrial integration and cultural communication, while local economic development provides practice platform and resources for teaching reform. At present, there are some problems in the teaching reform, such as disconnection in content, insufficient practice and single method. It is necessary to optimize the path and strengthen the combination with local economic development, so as to achieve positive interaction, cultivate high-quality tourism talents and promote the sustainable development of local economy.

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