
Research on the Mining and Use of Tourism Geography Teaching Resources in the "the Belt and Road"

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Abstract: There are 65 countries and regions along the "the Belt and Road", with a large number of tourism resources. Teachers can collect and organize these tourism resources and apply them in tourism geography teaching. Applying the "the Belt and Road" tourism resources to teaching can infiltrate the "the Belt and Road" related content into tourism geography teaching, which is conducive to the expansion of geography teaching. This paper explores the mining and use of tourism geography teaching resources in the "the Belt and Road".

Keywords: the Belt and Road; Tourism geography; Exploration and utilization of teaching resources

Geography is a comprehensive science with a wide range of coverage, such as geomorphology, climatology, agricultural geography, industrial geography, transportation geography, socio-cultural geography, political geography, economic geography, etc. It can be said that people's daily lives are closely related to geography. The People's Education Press high school geography textbook is divided into three compulsory modules and seven elective modules, each corresponding to a branch of geography. For example, elective module 2 corresponds to marine geography, and elective module 3 corresponds to tourism geography. In response to the characteristics of geography, teachers need to strengthen the connection between geography teaching and other knowledge in order to comprehensively cultivate students' geographical literacy. For example, the "the Belt and Road" is an economic strategic concept proposed by the Chinese government, which is of great significance to China's role in the world economic system and its impact on world politics. However, many middle school students do not know or only have a preliminary understanding of the strategic concept of the "the Belt and Road", so it is necessary to promote the "the Belt and Road" to middle school students

To be strategic. Geography teachers can infiltrate relevant knowledge of the "the Belt and Road" into tourism geography teaching. On the one hand, it can help students understand the strategic concept of China's "the Belt and Road Initiative" and enhance their national self-esteem and national identity; On the other hand, it can also help students develop comprehensive geographical analysis abilities and improve the quality of geography teaching.

1.The "the Belt and Road" Strategy and Its Impact on the Geography College Entrance Examination

The "the Belt and Road" is the abbreviation of the "Silk Road Economic Belt" and the "21st Century Maritime Silk Road", and is China's national top-level strategy. The "the Belt and Road" borrows the historical symbols of the ancient Silk Road and endows it with new era characteristics. The purpose of the "the Belt and Road Initiative" is to actively develop economic partnership with countries along the Belt and Road, and build a community of shared future featuring political mutual trust, economic integration and cultural inclusion. The "the Belt and Road" strategy was put forward against the historical background of China's overcapacity, excess foreign exchange assets, and excessive dependence on foreign imports of oil, gas and mineral resources. The "the Belt and Road" runs through the three continents of Asia, Europe and Africa. On one side is the active East Asian economic circle, and on the other side is the developed

European economic circle, with a large number of countries with great economic development potential.

The college entrance examination (Gaokao) is an important selection exam in China, and every year, the questions in various subjects involve popular social topics, including politics, economy, culture, technology, etc. Geography is no exception. As China's top strategy, the "the Belt and Road Initiative" may appear in the college entrance examination papers in recent years. The relevant knowledge points that may appear in the college entrance examination geography paper include the landform, climate, agriculture, industry, economy and tourism of countries along the "the Belt and Road". Geography teachers in middle schools should collect relevant geography teaching resources in the "the Belt and Road" in a targeted manner, conduct teaching processing, and apply them to daily tourism geography teaching.

2. Mining of tourism geographical resources in the "the Belt and Road"

The the Belt and Road Initiative involves 65 countries and regions, including Mongolia and 10 ASEAN countries in East Asia, 18 countries in West Asia, 8 countries in South Asia, 5 countries in Central Asia, 7 countries in the Commonwealth of Independent States, and 16 countries in Central and Eastern Europe. These countries and regions have a large number of tourist attractions, which can serve as resources for middle school tourism geography teaching. Teachers can make targeted choices according to teaching needs. Next, we will discuss the methods of mining tourism geography teaching resources in countries and regions along the "the Belt and Road".

(1) Widely collect tourism resources

It is difficult to collect all the tourism resources of countries along the "the Belt and Road". Teachers should collect them selectively. The most important principle for collecting tourism teaching resources is teaching relevance. These tourism resources are used for tourism geography teaching and should be adapted to the teaching content of tourism geography in the textbook. On this basis, we can first collect as many tourism geography teaching resources as possible. When collecting teaching resources available in the "Aesthetic Characteristics of Tourist Landscapes" section, natural beauty can be classified into two categories: natural beauty and artificial beauty. Natural beauty can also be divided into four aspects: form beauty, color beauty, dynamic beauty, and hazy beauty. For example, artificial beauty can collect resources such as Angkor Wat and the Golden Lion Monument in Cambodia, Red Fort and Taj Mahal in India, Victory Temple, Parthenon Temple, and Eriksion Temple in Greece. Cambodia, India and Greece are all countries along the "the Belt and Road". Teachers will collect and organize relevant textual introductions, pictures, videos, and other materials related to these tourism resources for teaching applications. The resources collected by teachers should also include the relevant content of the "the Belt and Road".

(2) Adapt to teaching needs

After collecting enough tourism teaching resources, teachers need to further process the teaching of tourism resources. The purpose of collecting tourism resources is for teaching applications, and only resources suitable for teaching are effective. However, many tourism resources may not be suitable for teaching applications and may have some relevance to the teaching content

Some entry and exit, or tourism resources involve too much content and lack targeted teaching. The method of handling tourism resources is to extract information related to teaching