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A New Model of Educationally Strong Cities and Cultural Tourism Integration: Exploring Innovative Paths for Study Tours

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Abstract:
With the acceleration of modern urbanization, the deep integration of building educationally strong cities with cultural tourism has become an important way to enhance the comprehensive competitiveness of cities. Study tours, as an innovative model combining education and tourism, play a significant role in promoting students' experiential learning and cultural identity. This paper analyzes the educational essence and the process of cultural capital accumulation in study tours, using Daqing City's study tour practices as a case study, to explore how innovative paths can be used to promote the sustainable development of study tours under the strategy of building educationally strong cities. The research proposes policy recommendations, including government support, safeguarding cultural diversity and authenticity, teacher training, and the application of modern technology, to promote the fairness and cultural transmission of study tours. This paper aims to provide innovative ideas for the theoretical research and practical development of study tours, fostering the transmission of local culture and the improvement of educational quality.

Keywords:
Educationally strong cities, Cultural tourism integration, Study tours

1.Introduction

In the context of rapid urbanization, the deep integration of educationally strong cities and cultural tourism has become a key strategy to enhance the comprehensive competitiveness of cities. As a new model combining education and tourism, study tours have attracted widespread attention in recent years[1]. Study tours not only provide students with immersive experiential education platforms but also give new momentum to the cultural tourism industry[2]. With continued national policy support for study tours, particularly following the release of the "Opinions on Promoting Study Tours for Primary and Secondary School Students" by the Ministry of Education and 11 other departments, many cities across China have introduced policies to actively explore new models for integrating education and cultural tourism, aiming to improve educational quality while promoting economic development.

Although study tours have gradually become popular and research has explored their educational functions, resource integration, and operational models, challenges remain in practice, such as content homogenization,

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uneven distribution of educational resources, and insufficient cultural transmission. Theoretically, there is still a lack of effective integration between the strategic goals of building educationally strong cities and the practical paths of cultural tourism integration. In particular, how to leverage local resources to innovate the development of study tours and enhance their educational and cultural dissemination effects remains underexplored.

Based on this, this paper aims to explore the innovative development paths of study tours in the context of the actual needs of building educationally strong cities and integrating cultural tourism. Starting from the dual perspectives of the educational essence and cultural capital, the article explores how to promote the sustainable development of study tours, constructing a new model centered on educational improvement and cultural transmission. The research hopes to provide both theoretical and practical references for the innovative development of study tours in China.

In conclusion, this research not only aims to provide an innovative theoretical framework for study tours but also seeks to promote the coordinated development of both the strategy of building educationally strong cities and the practical needs of cultural tourism integration. This study holds significant importance for the sustainable development of local economies, while also offering new ideas and pathways for enhancing cultural soft power and improving the quality of education.

2.Theoretical Foundation

2.1. Educational Goals and Cultural Transmission

As an innovative educational model, study tours align with modern education's emphasis on practical and experiential learning[3-4]. By visiting museums, nature reserves, and cultural heritage sites, students can connect real-life experiences with classroom knowledge. This educational model, conducted in real environments, not only strengthens students' grasp of knowledge but also significantly improves their practical abilities.

In addition to ancient texts, traditional culture is also embodied in various historical buildings and relics. To make these resources "speak," modern mediums must be fully utilized. In this way, abstract ideas can be visualized and brought to life, offering people a pathway to delve into history, connect with cultural roots, and gain insights for the future. Cultural tourism is an upgrade from traditional tourism, and study tours represent an advancement in cultural tourism[5]. The tangible experiences gained through study tours are the foundation for reinforcing historical and cultural confidence, providing a sensory window into Chinese civilization for other cultures, and serving as an essential form of cultural transmission and development.

Historically, many Chinese scholars and literati have had rich study experiences, and their cultural insights and emotions are embedded in classical poems. Today, convenient transportation and information access have broadened horizons, but we often lack the refined interests of the ancients, losing the immersion of the soul and the nurturing of culture. As German philosopher Jürgen Habermas' theory of communicative action suggests, cultural transmission should not be limited to one-way knowledge infusion but should be achieved through interaction and dialogue[6]. Study tours give students the opportunity to participate in local cultural

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activities, such as experiencing the rich intangible cultural heritage of the Mongolian people, allowing culture to be innovated and continued through dialogue. Through this process, students not only gain knowledge but also develop a deep respect and reverence for culture.

2.2 The Concept of Cultural Capital and Its Application in Study Tours

The cultural capital theory proposed by French sociologist Pierre Bourdieu offers a unique perspective for examining education and cultural transmission in study tours[7]. Cultural capital refers to the knowledge, skills, and cultural resources accumulated by individuals through education and social interactions, which can provide a competitive advantage in society. As a new educational model combining education and tourism, study tours facilitate immersive learning, helping students gain knowledge and accumulate valuable cultural capital through cultural experiences.

Through study tours, students can deeply engage with local culture, historical sites, and natural landscapes, gaining unique cultural capital. These firsthand experiences not only expand their cultural knowledge but also deepen their identification with local culture, providing strong support for the accumulation of cultural capital.

The accumulation of cultural capital is not only reflected in the realm of knowledge but also in students' social interaction skills and cultural understanding. Through direct interaction with local culture, study tours foster a sense of belonging and cultural identity among students. This cultural capital accumulation will help students secure more opportunities and resources in their future social lives.

2.3 The Dual Framework of Educational Essence and Cultural Capital in This Study

The analytical framework of this paper is based on the dual perspectives of educational essence and cultural capital. From an educational standpoint, this study focuses on experiential education and personal development in study tours, especially exploring how experiential learning enhances students' sense of social responsibility and cultural identity. Meanwhile, Bourdieu's cultural capital theory provides a theoretical basis for understanding cultural transmission and resource accumulation in study tours. By analyzing the process of cultural capital accumulation in study tours, this paper aims to reveal how study tours achieve educational goals through cultural experiences and knowledge dissemination.

With its unique industrial culture and natural resources, Daqing City offers rich opportunities for students to learn and experience. Combining educational goals with the theory of cultural capital accumulation, this paper explores how innovative paths can promote the development of study tours under the strategy of building educationally strong cities and integrating cultural tourism.

3. The Educational Essence and Cultural Capital in Study Tours

3.1 Educational Goals: Experiential Education and Personal Development in Study Tours

The core purpose of study tours is to promote the holistic development of students through experiential ed-

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ucation, which significantly differs from traditional classroom education. John Dewey's theory of experiential education provides a solid theoretical foundation for study tours[8]. Dewey believed that truly effective education should not be limited to the transmission of textbook knowledge but should be achieved through practical experience, observation, and interaction, thereby developing students' problem-solving abilities[9]. The goal of experiential education is to help students gain deep knowledge and personal growth through practical experiences in real social settings.

This concept is vividly demonstrated in Daqing City's study tour projects. Through petroleum science study tours, students not only learned about oil extraction technologies but also experienced firsthand the grandeur of China's energy industry. By observing and participating, students not only grasped the practical application of theoretical knowledge but also witnessed the dedication of oil workers, igniting a strong sense of responsibility and mission. This educational approach not only makes learning more meaningful and practical but also encourages students to develop independent thinking and apply the knowledge they have learned to their future lives and careers.

At the same time, another critical aspect of experiential education is the comprehensive development of character. Study tours foster independence, critical thinking, and teamwork through social practice activities. For example, Daqing City's ecological study tours provide students with opportunities to deeply understand the close relationship between humans and nature. Through observing and learning in natural environments, they gradually cultivate environmental awareness and responsibility. Such experiential education not only enriches students' knowledge but also shapes their behavior and moral consciousness, helping them develop a more well-rounded character and sense of social responsibility.

3.2 Cultural Transmission and Cultural Capital: Cultural Experiences in Study Tours

Study tours are not only an educational model but also an effective way to transmit culture. Cultural tourism typically operates on four levels: the historical cultural layer represented by relics, sites, and ancient buildings; the modern cultural layer represented by contemporary culture, artistic achievements, and technological innovations; the folk cultural layer represented by customs, festivals, rituals, sports activities, and traditional attire; and the moral-ethical layer reflected in interpersonal interactions. Notably, three of these layers are directly connected to traditional Chinese culture, highlighting the importance of integrating traditional Chinese culture into modern life. Cultural tourism, including study tours, plays a crucial role in preserving and promoting this integration.

Ensuring that centuries-old traditional Chinese culture remains vibrant and relevant today, and embedding it into modern knowledge systems, is one of the core goals of study tours. To achieve this, it is essential to strengthen teacher training, develop related study tour programs, and ensure that these programs seamlessly integrate with school curriculums while maintaining their unique qualities. However, due to vast regional differences in culture, lifestyle, and resources across China, a challenge remains: how to balance standardization and consistency with the need for local adaptability. On the one hand, central policies exist and local cultural and tourism departments are enthusiastic, but the uneven economic and social development of different regions means that supporting measures can be inconsistent. For instance, some schools and educational departments, due to concerns over safety and costs, may not fully embrace study tours. On the other hand, in

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the context of a market economy, numerous study tour organizations have rushed to compete for the market, leading to some degree of disorder, while government departments may lack the capacity to manage the situation effectively. Curriculum development and teacher management, therefore, cannot rely solely on administrative bodies; experts and professional organizations need to be involved as well.

Cultural capital, accumulated through study tours, not only enriches students' cultural knowledge but also strengthens their sense of belonging and identity within local cultures. The transmission of culture in study tours is not a one-way process of knowledge dissemination, but an interactive experience where culture is actively reproduced and renewed. Through this process, local culture is preserved, and students, by accumulating cultural capital, build a solid foundation for future learning and social development. The cultural transmission activities in Daqing's study tours enable students to gain a profound understanding of local cultural essence, thereby contributing to the continuation and development of culture.

3.3 Identity and Cultural Dialogue: Personal Growth in Study Tours

Study tours are not only key avenues for cultural capital accumulation but also play an important role in shaping students' identity and personal growth. According to Anthony Giddens' theory of identity construction, personal identity is formed gradually through social interactions and cultural exchanges. During study tours, students engage deeply with diverse cultures, using cultural dialogue to reflect upon and reshape their self-identity.

4. Case Study of Study Tours in Daqing City

4.1 Overview of Study Tour Projects in Daqing City

Daqing City has cultivated 16 study tour demonstration bases, including the Petroleum Museum, with a focus on specific resources such as the "Iron Man" oil well and Northeast Petroleum University. Ten premium study tour routes have been developed, and Daqing has established a "Friendly City Alliance for Study Tour Destinations" with cities like Huizhou, Guilin, Haikou, and Ningbo. According to data, by September 2024, Daqing's study tour bases had received nearly 2,000 study tour groups, with over 4 million tourists in total, thus establishing a unique development path combining study tours with cultural tourism.

This year, sites such as the Daqing Petroleum Museum and the Iron Man Wang Jinxi Memorial Hall have actively used the "culture + tourism" model. Through themed films and hands-on activities, these venues provide tourists with a meaningful learning experience during their visits.

4.2 Education and Environmental Ethics in Daqing's Ecological Study Tours

Ecological study tours form an essential part of Daqing's study tour offerings, primarily leveraging the city's rich natural resources, particularly its wetlands and grasslands. In these programs, students interact closely with nature, learning about ecosystems and the importance of environmental conservation.

From an educational perspective, ecological study tours combine experiential learning with environmental education, sparking students' curiosity and spirit of exploration[10]. Through activities such as observing wet-

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land ecosystems and studying species, students gain a deeper understanding of the complexity of natural ecosystems while developing sensitivity to environmental issues. Dewey's experiential education theory is fully reflected here: through active participation, students gain deeper knowledge and understanding in real-world environments, moving beyond mere textbook learning.

Environmental ethics suggests that humans have a moral obligation to protect natural resources in a sustainable manner[11]. Daqing's ecological study tours are based on this principle, helping students understand the relationship between humans and nature through firsthand experiences and cultivating an environmental consciousness and sense of responsibility through experiential learning. During wetland study tours, students immerse themselves in nature, gaining a personal understanding of how ecosystems function. This type of education not only enhances students' environmental awareness but also fosters more sustainable behavior in their future lives.

4.3 Cultural Capital and Identity in Daqing's Intangible Cultural Heritage Study Tours

Daqing's intangible cultural heritage study tours are a highlight, particularly in the protection and promotion of Mongolian culture. Through participation in activities such as Mongolian throat singing (khoomei), traditional saddle crafting, handcrafting guqin instruments, and Mongolian ceremonial traditions, students not only experience the unique charm of Mongolian culture but also accumulate valuable cultural capital. Pierre Bourdieu's theory of cultural capital offers a powerful framework for understanding this phenomenon. According to this theory, cultural capital is accumulated through education, practice, and socialization, helping individuals secure a more advantageous position in society.

During the intangible cultural heritage study tours, students not only learn about the form and historical background of Mongolian culture but also accumulate related skills and knowledge through hands-on experience. In the process of shaping their identity, using activities as an entry point, they gain a deeper understanding of local cultural essence and achieve a reshaping of self-identity. Giddens' identity construction theory emphasizes that cultural experiences play a crucial role in forming personal identity. Through interacting with local culture, students reconstruct their self-identity through cultural dialogue, enhancing their cultural confidence and sense of belonging[12].

5. Conclusion

Through the deep integration of education and culture, study tours have become an effective way to promote students' holistic development. In this process, the accumulation of cultural capital not only enhances students' cultural literacy but also strengthens their sense of social identity and responsibility. Study tours enable students to apply classroom knowledge in real-world settings, and through direct experience of local culture, they deepen their understanding of cultural transmission and social development.

To further promote the fairness and cultural transmission of study tours, governments should strengthen policy support for economically underdeveloped regions and disadvantaged students, ensuring equal access to this educational model for all students. Additionally, when designing study tour programs, it is essential to emphasize cultural authenticity and diversity, avoiding superficial cultural displays and ensuring that culture

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is effectively transmitted through genuine interaction.

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