

Exploring the Impact Pathways of Tourism Experiential Education on Adolescents' Values

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Abstract. Based on the theory of experiential pedagogy, this study adopts research methods such as participant observation, text analysis, and case study to explore the influence paths of tourism experience education on adolescents' values. The results show that situational experience, cultural inheritance, and process guidance are the main paths, and elements of different tourism contexts can trigger adolescents' emotions and values. This research enriches the study of experiential pedagogy, provides reference for designing tourism experience education activities, and offers a new perspective for schools and families to jointly cultivate adolescents' values.

Keywords: experiential pedagogy, tourism, adolescents' values, influence paths

1. Introduction

In contemporary society, the cultivation of adolescents' values is related to the formation and development of individuals and society. Modern tourism experience education can not only help adolescents break through the limitations of traditional education but also enable them to perceive, explore, and experience during travel, thereby gaining a sense of responsibility and social obligation. Moreover, in modern society, tourism experience education plays an important role in enhancing adolescents' sense of responsibility, cultural awareness, and comprehensive abilities [1]. This type of education integrates knowledge learning with practical perception, opening up a new path for adolescents' value cultivation, and has gradually attracted attention from schools, families, and society.

This paper summarizes domestic and foreign research results on the planning of tourism activities guided by tourism experience education and the improvement of tourism experience. Foreign studies focus more on carrying out tourism education activities in practice, while domestic studies mainly explore education models from the perspective of cultural and tourism integration. Some studies argue that tourism experience is a key to constructing the tourism discipline, and it is necessary to analyze and enhance tourism experience from multiple disciplinary perspectives such as psychology, geography, and sociology [2]. Psychology and education mostly study the formation process of adolescents' values from the perspectives of family and school environments, but there are still few studies specifically focusing on parent-child sports tourism education. However, the conclusion that parent-child sports tourism can strengthen family bonds and convey correct values through organized activities has long been confirmed in parent-child sports tourism research [3]. Study tours help adolescents establish correct values, and museum study tours are an effective educational approach

in cultural and tourism integration. Museums can guide adolescents to establish correct values through rich cultural and educational activities [4]. Nevertheless, few studies have analyzed the connection and influence between the two.

The purpose of this study is to accurately explain the process by which tourism experience education influences the formation and development of adolescents' values through exploring this topic. Thus, it enriches the research on carrying out tourism experience education in experiential pedagogy, enhances the theory of adolescents' value cultivation, provides a theoretical basis for designers of educational activities to carry out tourism experience education for value cultivation and improve the quality of activities, enables the reasonable and effective implementation of value cultivation through tourism experience education to exert its influence, and finds new methods for schools, families, and society to jointly cultivate adolescents' values.

2. Theoretical basis

2.1. Experiential pedagogy

The essence of experience lies in the interaction between individuals and the environment based on their personal experiences, leading to internal experiences and emotional changes. An experiential activity consists of three levels: personal experience, reflection, and sublimation. Personal experience refers to individuals personally encountering or perceiving certain events or situations; reflection means individuals thinking, contemplating, or reflecting on the experienced processes, activities, and behaviors, and analyzing and exploring their inherent meanings; sublimation is when individuals internalize the meanings derived from reflection into their own thoughts and beliefs, generating higher values and emotions. The application of experiential pedagogy in educational and teaching activities follows the principles of situationality, autonomy, and reflectiveness. The principle of situationality requires education to create real and specific situations to stimulate students' participation; the principle of autonomy emphasizes respecting students' dominant position and allowing them to exert their initiative and experience independently [5]. Reflection refers to enabling students to review, reflect on, and deepen their perceptions and experiences, sublimating perceptual knowledge to rational knowledge, and realizing students' all-round development [6].

2.2. The connection between tourism experience education and experiential pedagogy

Tourism experience education is to a large extent an embodiment of the principles of experiential pedagogy. Providing adolescents with opportunities for personal experience in tourism experience education meets the principle of personal experience in experiential pedagogy; in activities such as visiting historical sites and scenic spots, adolescents can personally experience in direct, vivid, and real situations. According to the principles of experiential pedagogy, tourism experience education is characterized by real situations [7].

1. Functional Analysis of Study Tours
1. Independent Selectivity. Adolescents can independently choose the content to contact and experience in study tours, reflecting their autonomy.
2. In-depth Experientiality. After the trip, adolescents reflect on what they have seen and heard, internalize them into knowledge and ideas, transform the trip into nutrients for growth, and promote the formation and improvement of values [8].

2.3. Theoretical basis for the shaping of adolescents' values

Adolescents' values refer to their views on things and judgments of right and wrong, such as moral values, outlook on life, and worldview. Their formation is a transitional stage developing from simple identification with external authority to complex identification with external authority and then to independent thinking, with characteristics such as plasticity [9]. Experiential pedagogy is closely

related to the construction of adolescents' values. Experiential pedagogy focuses on the knowledge that individuals learn and acquire through experience, while the positive or profound feelings brought by diverse tourism experiences such as experiencing folk culture and visiting red bases in tourism experience education will trigger adolescents' thinking about values. Through reflective sublimation in experiential education, external experiences are internalized into one of their own values, helping to positively construct adolescents' values.

3. Research methods

3.1. Participant observation method

This paper selects fields such as communities, historical sites, and natural scenic areas as observation sites. Conducting participant observation has corresponding academic basis: the humanistic heritage in communities can reflect adolescents' humanistic literacy; natural scenic spots can represent adolescents' environmental ethics; historical sites can reveal adolescents' sense of family and country and revolutionary emotional awareness [10]. Observation content includes: Behavior: walking routes in scenic areas, whether there are active learning behaviors, etc.; Emotion: excitement, touch, thinking state, etc.; Interaction: whether communicating with friends, whether communicating with commentators, and the frequency of communication; Cognition: questioning situation, depth of understanding, etc. Observation implementation: after fully familiarizing themselves with the scene and making adequate preparation for the observation, participate in it with an appropriate identity without being noticed by adolescents. Conduct observations multiple times in different seasons and times to record adolescents' behavioral performances more comprehensively. Record in a timely and detailed manner adolescents' performances, as well as the scene time, location, atmosphere, etc., to ensure the accuracy and comprehensiveness of the recorded content and provide a basis for the next step of research.

3.2. Text analysis method

To conduct a more in-depth exploration, the project has significantly increased the amount of text collection. The texts shared by adolescents on social media reflect the immediate impact and feelings of tourism experience education on their values; relevant course assignments in schools can reflect adolescents' self-cognition and feelings after education; promotional materials of activities can reflect the ideas of activity organizers and participants on educational objectives and content; policy documents can reflect the government's suggestions on educational directions. Text selection focuses on the theme of the influence of tourism experience education on adolescents' values, deleting texts with low relevance to the theme, and retaining meaningful texts such as adolescents' shared experience feelings, insights on adolescents' values, and promotional ideas of activities. According to text types, the texts are classified and sorted into shared texts (social media sharing, assignments), promotional texts (activity promotion), and guiding texts (government guidance). Text content analysis explores the focus of adolescents' attention by analyzing the frequency of key words and sentences in the texts. Text discourse analysis understands the inherent meaning of the texts by analyzing the meaning, emotion, and attitude of the text discourse. The combination of the two conducts an in-depth exploration of the influence of tourism experience education on adolescents' values in the texts, providing support for the research from different perspectives.

3.3. Case study method

Case selection meets different standards in terms of activity type, organizing subject, and regional characteristics. For example, in terms of activity type, it includes historical and cultural, natural

science popularization, and social practice experience activities; in terms of organizing subject, it involves schools, travel agencies, and public welfare organizations; in terms of regional characteristics, it covers cities, rural areas, and border areas. In the description, the arrangement during the activity process should clearly and detailedly reflect the organizational process and methods of the activity, including adolescents' participation, reflecting their participation, interests, and initiative. Regarding educational effects, it includes adolescents' cognitive gains, behavioral changes, and emotional gains. In case comparison and analysis, each case is sorted out according to a unified dimension first, then the performances of adolescents in similar situations in different cases are compared, the common paths through which tourism experience education influences the formation of values are summarized, and the differences caused by activity types, organizing subjects, and regions in different cases are explained. For example, adolescents in different locations such as cities and rural areas have different insights into natural values, and targeted and universal educational influence paths are summarized [11] to provide a reliable basis for the research.

4. Research results

4.1. Situational experience influence path

Situational elements of different tourism venues exert effects and influences on adolescents' values. The situational elements in historical sites include ancient buildings, object displays, and detailed explanations. Under the prompt of detailed explanations, adolescents experience history by visiting historical sites. By observing ancient objects and thinking about the wisdom and culture of ancestors, adolescents form values such as national pride and cultural confidence. Text analysis of adolescents' diaries and social media corpora shows that many adolescents feel shocked when facing historical relics, and sharing their love for traditional culture on social media is an important process for adolescents to sublimate from internal resonance to value thinking.

Nature reserves are natural environments characterized by natural landscapes and biodiversity. In nature reserves, seeing green mountains, clear waters, animals and plants, smelling the fragrance of plants and trees, hearing bird songs, and feeling the wildness and fun in the green mountains and clear waters, as well as the powerful power of nature. They feel novelty and excitement when seeing waterfalls, distress when seeing injured wild animals, worry when seeing endangered species, and disgust when seeing people or things that damage nature. After the experience, it has a profound impact on adolescents' psychological aspects such as their view of nature, ecological ethics, and moral sentiment.

Red education bases create a solemn atmosphere through the arrangement of revolutionary deeds and memorial facilities. The sculptures and displayed materials in the bases and memorial halls about revolutionary heroes' deeds allow adolescents to feel the tenacious struggle process of revolutionary heroes through the items of martyrs they see, thereby stimulating their patriotic feelings. Text statistics show that most of the emotions expressed by adolescents in their experience summaries are related to patriotism, inheritance, and war. Their understanding of war makes them cherish the present life more, thereby enhancing their sense of responsibility and mission. Different tourist attractions have different influences on the formation and development of adolescents' values through different situational factors, exerting an impact on the formation and development of adolescents' values through emotional factors.

4.2. Cultural connotation transmission path

Cultural influence plays an important role in the formation of adolescents' values in tourism experience. Cultural history in tourism experience is often presented in the form of historical sites, buildings, cultural relics, etc. The palace layout and architectural style of the Forbidden City reflect

the regulations of the ancient royal family and traditional architectural culture in China. Adolescents understand and study the Forbidden City culture through cultural tourism experience in the Forbidden City, and experience historical culture.

Folk culture reflects local traditions, special technologies, cultural programs, etc. In the tourism of folk villages, adolescents can try handicraft activities such as paper-cutting and embroidery; they can also experience ethnic minorities' festivals and celebrations, such as the Dai Water-Splashing Festival, and feel the culture, beliefs, communication, and entertainment contained therein. Natural culture refers to the culture existing in nature. Natural tourist areas often have the characteristics of natural scenery and environment. For example, in nature reserves, adolescents can feel the unique landforms and biological populations of the local area, experience the charm of nature, and perceive the harmony of nature. Adolescents are influenced in the process of experiencing the cultural connotation of tourism. Adolescents' acceptance of cultural connotation starts with watching and listening. They can learn cultural connotation during tourism participation; they can think about cultural connotation and understand its meaning through communication and discussion with local villagers; they can experience cultural connotation by participating in local special handicrafts. This kind of cultural connotation has a certain impact on adolescents' values, and adolescents can convey cultural connotation in tourism experience.

4.3. Educational process guidance path

All parts of the tourism activity take values education as the basic direction and set objectives: it is pointed out that strengthening adolescents' values education is one of the basic requirements of the activity. Activity design: effectively integrate values education into activities, taking historical-themed tourism activities as an example. Before the visit, a research link is set up to allow adolescents to personally feel the relationship between historical sites and history, and enhance their attention to and respect for history and culture. During the visit, a discussion link is set up to let adolescents discuss the historical figures and historical issues they are familiar with and like, and cultivate their objective and rational attitude and respect for history. After the visit, a reflection link is set up to enable adolescents to elevate their emotional respect for historical figures to rational respect, and improve their awareness of respecting and protecting national culture and history.

The use of teaching methods is also closely related to values education. In experiential teaching, adolescents experience the charm of folk culture by participating in traditional crafts and folk festivals in folk culture experience, enhancing cultural confidence. Problem-based teaching method is also important. Educators can guide adolescents to explore the values in tourism experience through questions such as "What social values do ancient buildings reflect?".

Educators' guidance has a direct impact on the formation of adolescents' values. For example, in a social practice activity of a red tour, educators tell historical stories to adolescents, guide them to think about the beliefs and sacrifices of ancestors, and the discussions and exchanges among adolescents in sharing sessions prompt them to rethink the relationship between the present life and history, and reconstruct their values with patriotic values. Educators guide adolescents to feel the stability and dangers of the ecological environment in the scene of exploring nature, guide them to think about the impact of human activities on the ecological environment, enhance their ecological responsibility, and internalize the values of respecting and protecting nature into their own ideological criteria.

5. Conclusion

5.1. Summary of main research findings

Tourism experience education for adolescents mainly shapes values through scene experience, cultural transmission, and educational guidance. For example, the environment and atmosphere created by different scenes will trigger adolescents' emotions and thinking; the culture transmitted in adolescents' experience education will be accepted and internalized by them; the guidance of activities and education promotes the perception and shaping of adolescents' values.

Firstly, by introducing the context of tourism experience education, it is clarified that the processes of cultural transmission and situational experience in tourism experience can follow the principles of experiential pedagogy, generate unique experiences and reflections, create unique practical scenarios of experiential pedagogy, provide new cases for the application of experiential pedagogy principles in educational practice, and expand the application scope of experiential pedagogy. Secondly, it breaks through the previous research limitation of only looking for factors influencing the formation of adolescents' values in two environments—family and school. From the perspective of tourism experience education, an emerging field that has an increasingly serious impact on adolescents' values, it explains the influence of tourism experience education on adolescents' values, expands the research perspective on the formation of adolescents' values, provides a new idea for the research on the formation mechanism of adolescents' values, and enables people to pay attention to the formation of adolescents' values from a broader perspective of educational ecology.

5.2. Limitations and prospects of the research

This study still has some shortcomings. Firstly, this study mainly adopts qualitative research methods such as participant observation and text analysis, which cannot obtain accurate data to confirm the degree of influence of tourism experience education on adolescents' values. Secondly, the selected adolescent samples and tourism experience cases are limited in time and space, which restricts the universality of the research.

Future related research can use quantitative methods such as questionnaires and scale tests to quantify the relevant influences again; expand the regional scope when selecting locations, choose regions with different economic levels and cultural backgrounds as research objects, and increase sample types; or conduct a long-term longitudinal survey on the correlation between tourism experience education and adolescents' values in different regions to investigate the long-term impact of tourism experience education on the formation of adolescents' values. Expand the research through diversified research methods to further explore the relationship between tourism experience education and adolescents' values, and promote the research and development of this topic.

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