



Research on the Application of Information-Based Education in Non-relic Tourism Education

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Abstract. Intangible cultural heritage protection education is related to the survival of national culture, and is the historical mission of contemporary people to reshape the national soul. Combined with the core values of relevant international conventions, this paper analyzes the nature of tourism education in intangible cultural heritage sites, probes into the objectives and practical significance of tourism education in intangible cultural heritage sites, and determines the core content of tourism education in intangible cultural heritage sites. In view of the above problems, combined with the role of information education in education, this paper clarifies the social responsibility of tourism education department in the protection of intangible cultural heritage, and provides some ideas for the development of tourism education in intangible cultural heritage areas.

Keywords: Information education · Intangible cultural heritage · Intangible cultural heritage · Tourism education

1 Introduction

The meaning of construction network system reliability of construction engineering project is: in the process of project construction, the ability to safely and effectively reach the predetermined project quality within the required completion period and within the limited cost. Therefore, we can understand the construction reliability of construction engineering project from the four aspects of cost, construction period, quality and safety, which is specifically understood as the construction period reliability, cost reliability, quality reliability and safety reliability of engineering projects. Reliability includes qualitative and quantitative meanings, and is generally described quantitatively by reliability. It is specially pointed out that the meaning of reliability and reliability in this paper are the same, and both represent the size of reliability. The reliability of construction work unit of engineering project refers to the ability of each work unit in the construction project to complete the construction task safely and effectively and achieve the predetermined project quality under the required planned cost in the construction process. The reliability of construction network system is based on the reliability of each work unit. Only when the reliability of each work unit is determined can the reliability of the construction system of the whole construction project be determined.

2 Genetic Algorithm

2.1 The Concept of Genetic Algorithm

There are many types of genetic algorithms. Researchers at home and abroad have proposed more improved algorithms on the basis of basic genetic algorithms. Among them, hybrid genetic algorithm is formed by combining genetic algorithm with other intelligent algorithms, including genetic ant colony algorithm, genetic particle swarm optimization hybrid algorithm, genetic worker bee colony hybrid algorithm, genetic simulated annealing hybrid algorithm, genetic neural network hybrid algorithm, fuzzy genetic algorithm, chaotic genetic algorithm, etc.

Map building and population coding:

$$X = \text{int}(N/G_{size}) + 1 \tag{1}$$

$$Y = N \% G_{size} + 1 \tag{2}$$

2.2 Path Planning Steps of Genetic Algorithm

Path planning steps, The general steps of path planning are environment modeling, path searching and path smoothing. The steps of genetic algorithm in robot path planning are shown in Fig. 1.

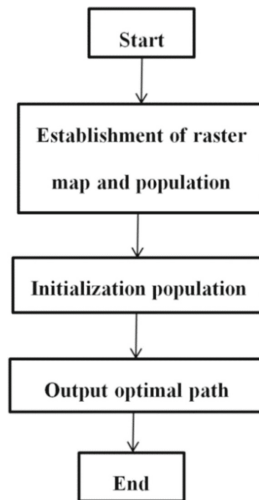


Fig. 1. Flow chart of genetic algorithm path planning

3 The Rise of Foreign Intangible Cultural Heritage Protection Education

In real life, there are many successful examples of tourism education in intangible cultural heritage sites abroad. For example, hula dance and sanweixian, in the form of intangible cultural heritage, have long been the symbols of Hawaii in the United States and Okinawa in Japan. Of course, this is related to the efforts of the two places to develop tourism industry for many years, but one of the most important factors is the development of tourism education in intangible cultural heritage sites [1]. The people of the two places and all stakeholders in tourism industry have considerable investment in tourism education. From the beginning of primary education in Hawaii, students are guided to think about the relationship between regional development and tourism by arranging small papers and mobilizing students to participate in social surveys related to various unique national cultures. In order to ensure the status of the national art in the market, Japanese people who have a higher position in the market are endowed with the status of national art. If it is stipulated that every primary school student must watch a “Neng & quot; play while in school, government officials should entertain them with traditional arts such as Noh opera, Kabuki and rave. In this way, the combined operation of education, cultural market and tourism market has created an excellent environment for the development of intangible cultural property, so that folk art will not lose its equal development right in a single evaluation scale of market economy; school education in Okinawa and Japan pays attention to the explanation and explanation of unique national and regional culture in the details of daily life, Actively encourage children to participate in a variety of national cultural activities or regional unique festivals and celebrations that can attract a large number of tourists from childhood, so as to integrate school education and social education, and realize the goal of intangible cultural heritage education unconsciously.

4 Intangible Cultural Heritage and Tourism Education

The tourism education of intangible cultural heritage refers to the relevant education for all responsible persons and stakeholders, such as residents and tourists of intangible cultural heritage sites, in the development, management and operation of relevant tourism resources of intangible cultural heritage sites, so as to ensure the sustainable development of intangible cultural heritage and tourism. The goal of tourism education in intangible cultural heritage sites is to establish a set of education system with functions of scientific development, management, dissemination and protection of cultural heritage and effective supervision, aiming at different responsibility and interest subjects of intangible cultural heritage, so that different subjects can consciously undertake the social responsibility and obligation of protecting intangible cultural heritage [2]. To jointly promote the sustainable development of intangible cultural heritage sites(see Fig. 2). Its practical significance lies in improving the political, economic and cultural development conditions of intangible cultural heritage sites by improving the quality of the people, so as to urge people to protect the integrity of the world heritage site ecosystem, respect the local community culture, and make the local residents actively share the social and economic benefits.

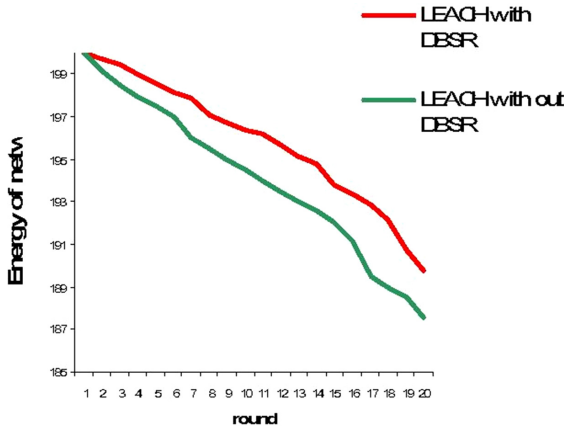


Fig. 2. Simulation of tourism education

5 Tourism Education in Intangible Cultural Heritage Sites

5.1 Universal: Everyone is an Educator and Educatee

The intangible heritage is the legacy of the ancestors’ life style and the concentrated expression of their values and wisdom. In a sense, all indigenous people should understand the heritage and be able to choose to inherit it in different forms equally and freely [3]. All indigenous people are responsible and stakeholders of intangible cultural heritage. As indigenous people, when they can perceive, appreciate, carry and express this intangible cultural heritage, they themselves become educators of intangible cultural heritage. When the Aboriginal people or people other than the indigenous people do not understand, feel, appreciate, carry and display the heritage, they have the right to choose whether to accept the relevant intangible cultural heritage education or to choose what form and level of intangible cultural heritage education.

5.2 Public Welfare: Education Reduces the Social Cost of Development and Produces Positive Externality

Intangible cultural heritage education is the selective inheritance and dissemination of national excellent cultural traditions. It plays a very important role in maintaining and maintaining the diversity of cultural ecology, strengthening the cohesion of national culture, improving the quality of people’s life and culture, promoting the healthy development of social economy and cultural affairs, coordinating social relations and promoting social harmony. Intangible cultural heritage education can strengthen the sense of national cultural identity, ease ethnic contradictions, reduce the social cost of development and disharmonious factors, and produce positive externalities.

5.3 Pertinence: Adjust Measures to Local Conditions According to the Characteristics of Cultural Heritage Sites

Different intangible cultural heritage sites often have different or the same type of intangible cultural heritage (see Fig. 3). We can see that in the first batch of national intangible cultural heritage list, the same project often becomes the common intangible cultural heritage of different regions and schools at the same time. For example, the folk customs of the Dragon Boat Festival have been selected into the intangible cultural heritage list as follows: the Dragon Boat Festival custom on the Bank of Miluo River in Miluo City, Hunan Province, the Dragon Boat Festival custom in Yichang, Zigui and Huangshi cities in Hubei Province, the Dragon Boat Festival custom in Qu Yuan’s hometown, and the Shenzhou festival in Xisai, Suzhou County, Suzhou City, Jiangsu Province. In addition to the common dragon boat race, each place also contains the unique aesthetic consciousness and national emotion of local people. For the education and publicity of similar intangible cultural heritage, we should not take the road of great harmony and great unity, but should combine the unique local conditions and customs to enrich and develop continuously [4]. The Dragon Boat Festival in Jiangling, South Korea, is one of the world’s intangible cultural heritages for its unique ancient costume parade, wrestling, masquerade, swing, eating moxa cake and other ethnic activities..

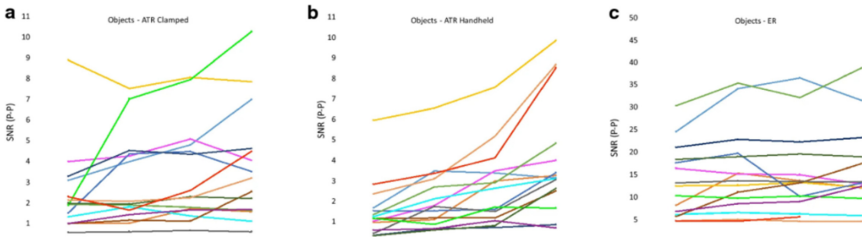


Fig. 3. Simulation of using different methods to protect heritage

6 Research Design

This study uses questionnaire survey method to make quantitative analysis of the target question. At present, there are many kinds of intangible cultural heritage tourist souvenirs in China. This paper chooses shadow puppet tourist souvenirs as the research object to test the theoretical hypothesis, mainly based on three aspects: (1) China’s shadow puppet has become a world-class intangible cultural heritage in 2011; (2) Chinese shadow puppet language art, music, drama art and folk cultural psychological model As a whole, it is a comprehensive intangible cultural heritage. (3) shadow play souvenirs have gone out of the concept category [5, 6]. Shadow play hanging pictures, shadow play ornaments and shadow play toys have become popular souvenirs for tourists.

6.1 Scale Design

In the questionnaire design, the latent variables refer to the relevant research of domestic and foreign scholars. There are 19 items using Likert 5-point scale. The consumer participation scale mainly refers to the research scale of Huang Xiaozhi and others. Four items are designed. In the activities related to the experience of shadow puppet souvenirs, I pay physical strength. In the activities related to the experience of shadow puppet souvenirs, I spend time in the experience of shadow puppet souvenirs During the activities, I contributed my wisdom. I fully communicated with shadow puppet intangible cultural heritage artists to exchange consumer knowledge [7]. I learned about the history and characteristics of shadow puppet intangible cultural heritage. I learned about the use of shadow puppet souvenirs. I learned about the characteristics of shadow puppet souvenirs. I learned that the function perception quality of shadow puppet souvenirs is the main reference Wang Haisi et al. Set three test items: I am satisfied with the quality of shadow play souvenirs, I am satisfied with the packaging and other supporting hardware of shadow play souvenirs, I am satisfied with the price of shadow play souvenirs, and I measure the perceived value of consumers, In this paper, we draw lessons from fan Xiucheng and other 34 related researches to design five measurement items. Shadow play souvenirs have educational value, let me acquire intangible cultural heritage knowledge. Shadow play souvenirs have social value, let me enhance the emotion between relatives and friends, expand social circle. Shadow play souvenirs have practical value, can be used in daily life, and have emotional value, which makes me feel novel and happy; Shadow puppet souvenirs have self-efficacy value, which makes me feel that I have contributed to the protection and inheritance of intangible cultural heritage. As shown in Fig. 4. The determination of purchase intention measurement index mainly refers to pavlou’s 35 purchase intention measurement scale [8]. Combined with the actual research needs, three measurement items are designed. Shadow puppet souvenirs are worth buying. I am willing to recommend them to others; I am willing to buy shadow play souvenirs.

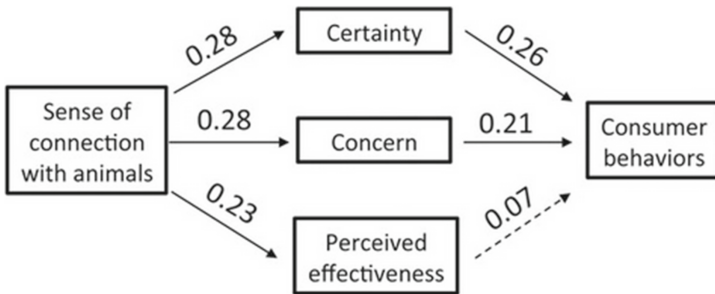


Fig. 4. The impact of consumer participation on consumer knowledge and related hypotheses

6.2 Data Collection

Two professors, five lecturers, three doctoral students, one business person and one intangible cultural heritage inheritor of shadow play were invited to try and answer the

initial questionnaire of this research, and they were asked to put forward suggestions for revision after answering the questions, and then the initial scale was adjusted accordingly according to these suggestions, 2) a small-scale questionnaire survey was conducted in Xi'an City, Shaanxi Province, and 20 subjects were randomly selected from the tourists, Try to balance the distribution of gender and age. All the subjects in this round accepted the questionnaire. 3) after the previous two rounds of tests, the paper questionnaire was officially issued [9–11]. The formal survey was conducted in January and June 2018. Taking tourists in Xi'an as the research object, a total of 400 questionnaires were issued, 371 of which were valid, and the effective rate was 92.8%.

7 Conceptual Model and Related Hypotheses

7.1 The Impact of Consumer Participation on Consumer Knowledge and Related Hypotheses

Consumers can learn more information and knowledge about products or services when they participate in products or services. The degree of participation will affect the amount of information and knowledge that consumers get. It is proposed that consumers can obtain knowledge and details about products and services when they participate in enterprise innovation activities. Liu Wenbo et al.¹⁸ pointed out that consumers need certain knowledge when they purchase or use products For example, consumers need to know the function of products and how to extend the life of products [12–14]. Therefore, this paper puts forward the following hypothesis: consumers' participation in intangible cultural heritage souvenir related activities has a significant positive impact on consumer knowledge. In the research on the impact of consumer knowledge on perceived quality, Lu Hongliang and others regard perceived quality as a dimension of brand spillover value. Consumers with different knowledge have different perception of perceived quality. Consumers with low level of product knowledge lack of product cognitive structure, and often can not accurately obtain and interpret product related attribute information, and can not better grasp product quality The following hypotheses are put forward.

7.2 The Influence of Antecedents on Purchase Intention and the Role of Related Hypotheses in the Influence of Consumer Participation on Purchase Intention

At different stages of consumer participation, consumer participation has a positive impact on product purchase intention. Consumers' purchase decision is also affected by their understanding of the product to a large extent. 261 consumers have rich product knowledge, which means that experts will decide whether to buy Swaminathan according to their knowledge. 27 it is found that consumer knowledge can improve the quality of decision-making Cowley et al. 20 research results show that consumer knowledge has a positive impact on consumers' purchase intention. In addition, consumers usually use their own product perceived quality to make purchase decisions [15]. Qian min et al. 29 in the empirical study of private brand purchase intention, made a regression analysis on the impact of perceived quality on purchase intention, and found that perceived quality can explain 75% of purchase intention, that is, perceived quality is the impact

of private brand purchase intention. A large number of empirical studies have confirmed that perceived value plays an important role in consumer purchase decision-making. Liu Haoqiang [30] divides perceived value into two dimensions: perceived acquisition value and perceived transaction value, which verifies that perceived acquisition value and perceived transaction value have a mediating effect and can significantly affect tourism consumers' purchase intention.

7.3 Management Inspiration

The conclusions of this study are helpful to enhance the purchase intention of tourism consumers, improve the market competitiveness of intangible cultural heritage souvenirs, and enhance the self survival ability of intangible cultural heritage. It is of great significance to promote the production and sales of the whole tourism industry) to expand the depth and breadth of tourism consumer participation. The more common tourism consumer participation is that tourists invest intelligence, physical strength, emotion and time to participate in the production of tourism souvenirs to obtain a sense of pleasure and satisfaction. Tourism enterprises can learn from LOI's customer participation input model to promote tourists' relationship participation, such as rewarding tourists to publish pictures and words related to intangible cultural heritage souvenirs on friends, microblogs and forums, so as to promote tourists to spread positive word-of-mouth in their personal network. In the extension of participation breadth, tourism enterprises can let tourists participate in intangible cultural heritage performances and feel the charm of intangible cultural heritage; Through interaction and exchange with inheritors of intangible cultural heritage, we can expand our knowledge of intangible cultural heritage, deeply understand the ecological environment of intangible cultural heritage and experience the life of inheritors of intangible cultural heritage in B & B of intangible cultural heritage [16, 17]. Tourists may put forward ideas on the function and design of intangible cultural heritage tourism souvenirs that do not exist at present, so as to help tourism enterprises find the defects of tourism souvenirs and improve product functions.

8 Conclusion

Secondly, it is the combination of intangible cultural heritage development and protection and tourism education system, including tourism education in the process of intangible cultural heritage development, research on cultural heritage resources integration and tourism education, such as the guiding mechanism of scenic spots, museums, exhibitions and intangible cultural heritage protection education, service innovation and intangible cultural heritage protection education. Thirdly, the promotion of intangible cultural heritage protection technology and tourism education research [18]. It mainly includes the formulation and popularization of cultural heritage protection standards, the safety warning knowledge and popularization of cultural heritage protection, the construction of scientific and technological infrastructure and the promotion of tourism education means.

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