



Sustainable Development Teaching of Bio-tourism Environment: The Case of Mount Emei, China

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Abstract: Tourism environment teaching includes natural tourism environment teaching, cultural tourism environment teaching, and economic tourism environment teaching. The tourism environment and resources are closely related to sustainable development. This article briefly presents the theory and principles of sustainable development. Using the animal and plant environment and resources of Mount Emei, Sichuan Province, China, as a case, this study displays the sustainable development concept and method of bio-tourism environment teaching. It proposes that humans must protect the diversity of flora and fauna of Mount Emei and treat ancient varieties and young varieties equally. Tourists and monkeys should live in harmony. This article emphasizes class group discussions. The discussion should be question-oriented, such as what concrete measures are needed for humans to live in harmony with monkeys.

Keywords: Sustainable development, teaching, bio-tourism environment, Mount Emei, diversification.

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1. INTRODUCTION

The sustainable development theory argues that development meets the needs of the present without jeopardizing the ability of future generations to meet their needs. It includes three basic principles: fairness, continuity, and commonality. The principle of equity in sustainable development is that it should meet the basic needs of all people today and provide them with the most excellent possible chance of a better life. Sustainable development requires equity between present and future generations. Continuity refers to the ability of environments to maintain their capability of production and action even in some disturbance. People must adjust their lifestyles according to the principle of sustainability, meet sustainable environmental consumption, and rationally develop and utilize tourism resources. Sustainable development requires coordinated global action,

respecting the interests of all parties, and jointly protecting the global tourism environment and development [1]. Sustainable development involves a wide range of topics and content, including the sustainable development of natural, economic, and social environments, and even a sustainable tourism environment [2].

The teaching of sustainable development of the tourism environment is to educate students to establish the following concepts of tourism resource utilization: humans develop and utilize the tourism environment and resources at present. Also, tourism environments and resources should ensure future quality and supply. Teachers should implement the principle of sustainable development into teaching each tourism environment. Under the guidance of sustainability theory, the teaching ideas, methods, and means of specific tourism environments are introduced. The objective of the lessons is to train

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students to become tourism professionals with a sustainable concept. They should consciously apply the idea of sustainable development in tourism industry activities. They can continuously promote the sustainable development of the tourism environment.

The contents of sustainable development teaching of a tourism environment include the sustainable development teaching of natural tourism environments [3], climate tourism environment [4], biology tourism environment [5], forest tourism environment [6], terrain tourism environment, water tourism environment, energy tourism environment [7]. Sustainable development teaching of human tourism environments includes tourism policy, legal tourism environment, religious and cultural environment, ethnic environment, political environment, tourism safety, and healthy environment. Sustainable development teaching of economic tourism environments includes urban tourism environment [8, 9], rural tourism environment, tourism transportation environment, tourism infrastructure environment, tourism accommodation, and tourism economic growth.

This paper aims to explore some concepts and methods of sustainable development teaching of bio-tourism environments and resources. This paper takes the animal and plant environment and resources of Mount Emei, Sichuan Province, China, as a case.

2. Mount Emei Bio-Tourism Environmental Sustainable Development Teaching

Bio-tourism environment of Mount Emei, Sichuan Province, China [10]. (1) Geographical location. It locates on the southwestern edge of the Sichuan Basin, and Mount Emei is a transition zone from the Sichuan Basin to the mountains. The geographical coordinates are between 103°10'30"-103°37'10" east longitude and 29° 16' 30"-29° 43' 42" north latitude, and the total area is 1,183km². It has a humid subtropical monsoon climate. The average annual precipitation at the top of Mount Emei reached 1,922. 8mm. Many rivers flow across the mountain. Mount Emei is one of the "Four Great Buddhist Mountains" in China. Mount Emei belongs to the world's cultural heritage and natural heritage. Mount Emei is a national AAAAA tourist attraction in China.

Emei Plant, Fauna Diversity and Sustainable Development Teaching. Equal status to the following animals and plants must be given: ancient and young varieties, rare and common varieties, high-grade and low-grade species, large and small varieties, species with high-economic and low-economic values, and high-ornamental and under-ornamental varieties

[5]. The forest coverage rate of Mount Emei is 87%. Mount Emei is home to more than 3,200 species of higher plants, accounting for about one-tenth of the total number of plant species in China.

Chinese medicinal herbs are abundant, but tourists cannot collect plants as medicinal herbs or animals and plants as specimens. These activities will disrupt the normal growth of plants and may even cause some plant species to disappear. Mount Emei has plant resources such as paclitaxel, camptothecin, and harrington for cancer treatment. Mount Emei has more than 500 species of flowers and plants, and rhododendron plants locate in this area. There are more than 320 species of plants endemic to Mount Emei or endemic to China, accounting for 10% of the total number of plants in the mountain, and the rate is higher than that of all of China. More than 100 species of plants are produced in Mount Emei alone or found in Mount Emei for the first time and named "Emei," such as Emei pseudo-unisexual magnolia, Emei raspberry grass, Emei pepper, Emei fish scale cane, etc. The flora of Mount Emei has an ancient origin, such as the famous plants' dovetail, alder, ginkgo, one-leaf clover, and collared spring tree. Magnolia, Hanxiao, Shidong, hemlock, wood rhinoceros, longevity bamboo, heather, schisandra, etc., are intermittent distribution groups opposed to North America and are plant species that have been carried over before the Tertiary period.

Mount Emei has today's best preserved pristine mountain subtropical vegetation landscape [11]. From low to high, Mount Emei changes from evergreen broad-leaved forest to evergreen and deciduous broad-leaved mixed forest. Then it shows mixed coniferous and broad-leaved woodland and subalpine coniferous forest. A complete forest vertical band spectrum is formed. The flora of Mount Emei has both Chinese-Japanese flora and Chinese-Himalayan flora. Tropical, subtropical, and temperate plant components converge and fuse, creating a strange natural landscape and mixed coniferous and broad forest belts.

There are more than 2,300 species of animals in Mount Emei. Among them are 157 kinds of rare specialties, Mount Emei as the production area, and 29 types of national protection.

After completing the lessons, students need to establish the following concepts: humans cannot deliberately provoke and play with monkeys, cannot harm monkeys, and cannot catch monkeys. People should try to get along with the monkeys. Mount Emei is the largest wild natural ecological monkey area in China, with more than 1,000 Emei Tibetan monkeys distributed in the mountains at altitudes of

800-2,400 meters. Emei monkeys are not afraid of humans and can live peacefully with tourists. They often gather on beds, benches, tables, and floors, rummaging through cabinets and making noise.

The Emei Tibetan chief monkey is endemic to China. Due to the destruction of broad-leaved forests and blind cultivation by humans, the living area of the Tibetan top monkey has become increasingly narrow. The Mount Emei managers have built an ecological wild monkey area - Monkey Mountain, which integrates scientific research, natural ecological tourism, and human-monkey communication below the Hong Chunping Zone and near the "first-line sky" on Qingyin Pavilion. Frequently, dozens of monkeys roamed the area, chasing each other or blocking the way to demand food from tourists.

Classroom teaching takes many forms. Teachers use PPT to teach, display and play various pictures and videos of different animals and plants of Mount Emei. Group students into 6-8 and organize class group discussions. The teacher raised various discussion topics, such as the significance of the giant sequoia forest for the tourism of Mount Emei. How do humans and monkeys get along? Why do the azaleas of Mount Emei grow more extensive and colorful than the Chengdu Plain? After the discussion, students must submit a brief discussion report. Teachers should grade and comment on these reports. Enable teaching and learning interaction between teachers and students.

3. CONCLUSION

The tourism environment includes the natural tourism environment, human tourism environment, and economic tourism environment. Taking the animal and plant environment and resources of Mount Emei in Sichuan Province, China, as a case, the content of sustainable development teaching of bio-tourism environments was proposed. In the learning of environmentally sustainable development of bio-tourism in Mount Emei, the protection of plant and animal diversity is emphasized. Teachers must accord equal status to the following animals and plants: ancient and young varieties, rare and common varieties, high-grade and low-grade species, large and small varieties, high-economic and low-economic value species, high-ornamental varieties, and varieties lacking ornamental value.

After completing the lessons, students must establish the following concepts: humans cannot deliberately provoke and play monkeys, harm

monkeys, or catch monkeys. Humans should try to get along with the monkeys.

The paper proposes various forms of classroom teaching, such as teachers' lectures displaying and playing pictures and videos of different animals and plants in Mount Emei and students' classroom group discussions. The group discussion should be question-oriented; for example, what is the significance of extensive sequoia forests for Emei tourism? How do humans and monkeys get along? Why do Emei azaleas grow more extensively and colorful than the Chengdu Plain? Finally, it proposes encouraging pedagogical interaction between teachers and students.

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