

Research on Talent Cultivation of Research and Travel Tutors in Vocational Colleges

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Abstract: Research Travel is a New Teaching Mode in Vocational Colleges and is the Result of Educational Reform in Our Vocational Colleges. the Main Teaching Content of Research Travel is Based on Naturalism Theory, Life Education Theory and Leisure Education Theory, Breaking the Teaching Concept of Traditional Teaching Mode, Introducing the Main Teaching Work from the Classroom to the Actual Research Travel, and Imparting Knowledge to Students through Practice. by Discussing the Background and Significance of Setting Up Research Instructors under the Background of Research Practice, and According to the Recognition of the Concept of Research Instructors, I Focus on How to Train and Recognize Research Instructors in the New Environment, Further Standardize the Teachers of Research Instructors, and Provide Applied Talents for Carrying out Research Practice in Vocational Colleges.

1. Introduction

The Development of Research Travel in Our Country Started Relatively Late. in the Process of Pilot Exploration, It Showed the Phased Characteristics of Insufficient Value Understanding, Unclear Function Orientation, and Emphasizing Tourism Rather Than Education. with the Deepening of Curriculum Reform in the Education Department, a Large Number of Vocational Colleges Actively Explored and Carried out Research Travel Activities [1]. Judging from the Effect of Foreign Research Travel Education, Research Travel Can Effectively Stimulate Students' Interest in Learning and Ultimately Improve the Learning Efficiency of Vocational College Students. Therefore, Chinese Vocational Colleges Need to Conduct a Comprehensive Research on the Theoretical Basis Related to Research Travel, and Combine the Needs of Students in Vocational Colleges in Various Cities in China to Formulate a Teaching Plan That Meets the Actual Development Needs of Students in Vocational Colleges in China [2]. the Overall Scale of the Research Travel Market Will Exceed 100 Billion Yuan. the Market Needs a Large Number of Talents Who Have Solid Knowledge of Education and Teaching, Understand the Physical and Mental Development Characteristics of Students, and Have the Ability of Safety Control in Planning and Implementing Activities. as an Important Link in School Education, Research Travel is a Good Carrier to Realize the Combination of in-Class and out-of-School Education and School-Family-Society Education by Borrowing Various Social Forces, Strengthening the Combination of in-School and out-of-School Education and Enriching the Ways and Connotation of Vocational College Education. At the Same Time, Local Activities, Associations and Training Have Also Emerged, and the Research Market is Growing in Size.

2. Connotation of Research Tutor

Research instructors are different from tour guides. Tour guides generally serve ordinary tourists. Their main job is to provide them with tour guide services and explanation services, and to arrange various services such as food, housing, transportation, travel, shopping and entertainment during the trip [3]. As a new profession in the tourism industry, research instructors mainly serve students. Their main job is to provide students with tourism services as well as practical education services. Research tourism, in essence, is a kind of teaching activity, which is different from traditional school-organized tours and other tourism activities. It has a very clear purpose, with pre-set

teaching objectives and teaching tasks. In a sense, it is a comprehensive teaching activity that takes off-campus tourism activities as the carrier and combines students' psychological characteristics, knowledge level and teaching development [4]. According to local resource characteristics, students' age level, subject teaching content and other needs, organize students to go out of the campus through group travel, centralized accommodation, and comprehensive off-campus practical activities to broaden their horizons and enrich their knowledge in the living environment outside the campus. Under a good policy environment, the development of students' research practice is booming, and the demand for a new career of research instructors in the student research market will only increase. With the continuous development of research practice, vocational school proofreading and research instructors will also have higher requirements and standards.

3. Major Problems in Research Travel At Present Stage

3.1 Lack of Scientific Planning and System Design

As a practical course, research travel should be designed before class, explored in class, reviewed after class, and planned and designed according to students' needs and subject themes. However, in the actual development, there is no overall arrangement, no distinction between learning stages, and participation projects are randomly arranged [5]. Under the background of vigorous development of research and study practice, the development of research and study practice has encountered a talent bottleneck because the traditional tour guides lack educational knowledge and teaching ability and are not competent for the work in research and study practice. Research travel breaks through the original learning space and time, bringing students from the classroom to the real social life and allowing students to live in a real social environment. The design angle of travel agency products is completely different from that of schools. Too much consideration is given to economic benefits, and there is no perspective of education and teaching, and there is no concept of curriculum-based products, resulting in "traveling is more than learning, only traveling does not learn" [6]. The study tour will definitely enable children to return to real life, experience the joys and sorrows of life, experience the beauty of life, experience the hardships and tiredness of life, and let children experience the thoughts and feelings of people in different places. There is a lot of room for research and study travel talents, but at present the main body of employment is still the tour guide group of travel agencies, and the training contents and methods are supplemented by the short-term training of enterprises and social organizations as the knowledge for the existing groups to enter the research and study mentor position. Research travel fails to make pre-trip planning and system design to ensure safety, which leads to many problems in teaching content, research process, basic guarantee, emergency plan, safety risk assessment and related countermeasures.

3.2 The Theme is Not Clear Enough and the Content is Scattered

The teaching goal of research travel is to enable students to increase their knowledge, explore the world, study and learn subject knowledge, and enhance their overall comprehensive ability during the travel. Its main purpose is research [7]. As the guide and knowledge giver in the research practice, the research tutor is an important link in the research practice and is indispensable in the research practice. The biggest defect of the traditional teaching idea lies in the fact that the whole teaching work is completely divorced from reality. It only teaches the students the corresponding theoretical knowledge and adopts the spoon-feeding teaching method, which eventually leads to the students' lack of corresponding practical ability. Whether the theme is clear or not has a great influence on the educational value and teaching effect of research travel. The course designers do not have a good grasp of the whole research content, which will lead to vague research topics and unclear objectives. Most students studying traditional teaching activities are to complete the teaching tasks assigned by the school, and the whole teaching process is too boring to stimulate young people's learning desire, so the efficiency of the whole teaching work is low and cannot form an effective impact on students' professional quality, thus leading to students being unable to

complete the corresponding jobs after graduation [8]. Setting up the direction of research instructors in tourism management major, carrying out the reform of talent scheme, and adding the core qualities that research instructors should possess into the curriculum system can also conform to the social trend and give students stronger employment competitiveness.

3.3 The Process is Deficient and after-School Evaluation is Ignored

Research travel is a process of independent inquiry learning without standard answers. Therefore, it is very important to guide through the design of teaching links. At present, research travel instructors usually assign many tasks to students mechanically according to the objectives and contents of research travel, ignoring the guidance and control of process links, thus turning pleasant and relaxed practical activities into “sheep herding” teaching. Research and study instructors are all-round professionals. They should have the ability of tour guides to lead and control groups and the ability of educational knowledge of research and study travel instructors. Everything that appears in human real life has its inevitability. Therefore, the educational work carried out by the research travel instructors can be based on the actual phenomena and problems in life and formulate corresponding teaching plans. All teaching tasks must have certain relevance to actual life. At the same time, after-class evaluation and reflection of research travel are also necessary links to meet the requirements of curriculum reform and improve the research effect. However, in the current practice process, after-school evaluation is easily neglected and is often made up temporarily after the activity ends, thus losing the significance of the original teaching evaluation. Under the traditional teaching mode, teachers only teach students according to the lesson plans written in advance in the process of actual teaching work, which cannot effectively improve the physical and mental health of students. Even some schools do not set up homework or make evaluations after the study tour, which greatly reduces the significance of the study tour.

4. On the Training of Research Tutors

In recent years, various regions have actively carried out research and study tours on a pilot basis and have also gained some experience. However, referring to the current situation of the implementation of research and study tours and the teaching practice in various regions, there are still many problems and challenges in how schools organize and plan research and study tours. Therefore, this article will carry on the research travel strategy construction, specifically includes the following several aspects. The construction of research travel operation system is shown in Figure 1 below:

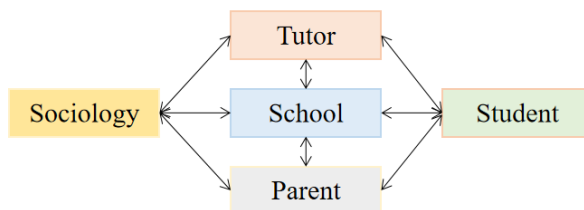


Fig.1 Research Travel Strategy Construction

4.1 Reform the Teaching Method to Make Swimming and Learning Deeply Integrated

From the school level, one is to revise the overall planning of the school's research and study travel curriculum carefully, so that the whole school's research and study travel instructors can understand the status and value of the research and study travel curriculum in the school curriculum system; The second is to make it clear that studying travel is a compulsory school-based course. In the activities, they will form their own ability to find and solve problems on their own initiative and develop their practical and innovative abilities. Can guide students to develop a good quality of cooperation with others, optimistic and enterprising. We should try to integrate various educational objectives in the form of cultural themes or comprehensive projects, give full play to the interdisciplinary, life-oriented, comprehensive and practical characteristics of research travel

courses, and realize mutual promotion and integration between various disciplines and comprehensive practical activity courses. Moreover, the designers and practitioners of the course are every research travel tutor and student in the school. At the same time, they can also absorb some competent parents to participate in the development of the research travel course, so that the course has a wider implementation space. This is because the organization and arrangement of the activities are different from those in the relatively closed classrooms in the past, but in the wider outdoors, and the cooperators of the activities are not only the organizers themselves, but also scenic spots, tourism enterprises, etc. From the perspective of research travel instructors, it is necessary to gradually improve the curriculum development ability of research travel instructors, and to promote this work in the way of typical guidance and team cooperation. For example, let each grade group develop and share the study travel manual, and revise it every time it is used. The application of this concept in the actual study tour requires teachers to carry out corresponding teaching work in combination with reality in the actual study tour process, and guide students to actively observe every detail in life.

4.2 Give Time and Space, Pay Equal Attention to Safety and Freedom

The characteristic of study tour is to let students enjoy free study and colorful tour. Therefore, research travel instructors should let go more and create a certain space for students to imagine and create. The responsibility of the research travel instructors is to formulate rules, put forward requirements and ensure safety. How to group, how to play, how to observe, how to experience, how to cooperate, how to explore, etc. should be carried out independently by students as much as possible. Research travel is not a study of a single subject, but a comprehensive practical study. As the executor of research travel, in order to achieve high-quality service, it is necessary to improve the understanding of educational concepts so as to play an active role in the development of research travel courses. This has also become the standard for high-quality research activities. Through training, it can have the ability to organize pre-courses, experience courses and expand courses. Research travel instructors should not only ensure that the implementation of the course has the basic pattern of comprehensive practical activity classes, but also be good at identifying the characteristics of students, reasonably grouping, strictly checking the research plan of each group, and carrying out learning activities according to the group plan during the research period. Therefore, the research instructors should not only have the ability of verbal expression like tour guides, but also be familiar with the contents involved in the research curriculum system. In order to improve the effectiveness of students' learning, we should be able to effectively explain the students' psychological characteristics, knowledge level and teaching development in the process of leading the team.

4.3 Organic Integration of Curriculum, Foundation and Expansion Complement Each Other

Research travel curriculum is an extended curriculum that reflects local and school-based characteristics and should be organically integrated into the school curriculum system. It is also a “compound and multi-functional” course, which not only has the basic pattern of comprehensive practical courses, but also contains various elements of moral education courses. Therefore, its basic class hours can be integrated from these two courses. In the process of research travel, more attention should be paid to the cooperative and autonomous inquiry of students. Therefore, how to train and improve the overall quality of students, such as team cooperation, communication and communication, through the research route is also the ability that research instructors should have. Local education departments should formulate and issue targeted policies and teaching programs according to the actual needs of local vocational colleges and universities. We should conscientiously do a good job in the corresponding research work, and summarize the problems found in the research work, and put forward the corresponding amendments in a timely manner. For example, when implementing the development of thematic courses for each subject unit, research travel instructors can make use of the teaching resources generated in research to “enliven” textbook knowledge. At the same time, the combination of self-study, self-travel and free experience in the study travel course is also more conducive to the cultivation of students' self-

reliance. Research instructors are interpreters and organizers of activities. They should be familiar with all kinds of local tourism resources and culture, and be able to pass on teaching to students through entertainment. Therefore, they should have the basic qualities of tour guides.

5. Conclusions

On the premise of the market segment of research travel, there is a need for more research instructors who can adapt to this market, and for the training of research instructors, new requirements are put forward for tourism management major. On this basis, the government should take the lead and monitor, clarify the three powers and responsibilities, determine the training and appraisal scheme for “research” tourism instructors, including theory and practice, and standardize the selection of enterprises and the organization of schools. This requires the tourism management major to reform the curriculum system in view of this new market, through the training of school curriculum, to meet the new demand of the market for research instructors, and to train interdisciplinary and compound research instructors of “education+tourism”. Vocational colleges and universities should formulate corresponding teaching plans according to the actual needs of students, and constantly improve the teaching level of the corresponding research travel instructors. Finally, as the main body of the whole research travel education activities, the research travel instructors should deeply and practically adopt the guiding teaching method to comprehensively improve the teaching effect of the whole research travel.

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