

Research on the Role of Tutor Education in the Apprenticeship Tutoring System

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Abstract: *In order to deal with the problems of vocational education and policy orientation in the new era, on the basis of learning from the vocational education experience of Britain and Germany, an apprenticeship mentoring system with Chinese characteristics was developed.*

Keywords: *tutor education role, role expectation*

1. Introduction

Apprenticeship system makes the earliest form of vocational education, the original apprenticeship system is a blood relationship as the bond of skill inheritance, with a private nature, modern apprenticeship system based on the traditional apprenticeship system on the basis of the evolution, the same feature of the two is that the master teaches apprentice skills, the difference is that the modern apprenticeship system is to integrate the modern school education concept into it, forming an apprenticeship mentor system. Since China's reform and opening up, the continuous upgrading of social industry and economic structure, there has been a situation of "structural unemployment", for the problem of unemployment, China in 2014 officially issued the "Opinions on Carrying out Modern Apprenticeship Pilot Work", and put forward the construction of an apprenticeship system with Chinese characteristics, so that the apprenticeship system is an important link in the reform and development of vocational education. Good results have been achieved in solving the problem of employment difficulties and labor shortages, but there are still shortcomings. Therefore, China issued the "Opinions on Deepening the Construction and Reform of the Modern Vocational Education System" in 2022, and the organization systematically summarized the achievements of vocational education reform and development since the 18th National Congress on the basis of further deepening the vocational education reform, and proposed a series of measures for the new stage of vocational education reform. In it, it is proposed to strengthen the construction of the "dual-teacher" teacher team, which reflects the educational role of mentors in the apprenticeship mentor system, which is not only a key factor in the development of the apprenticeship mentor system, but also an inevitable requirement for the construction of the mentor team in the apprenticeship mentor system.

2. The status quo and problem analysis of the role of tutors in apprenticeship tutoring system

With the economic development of our country, the strengthening of the demand for talents, and the construction and development of vocational education, the concept of apprenticeship was proposed in 2011 and entered the stage of the country to cultivate new skilled talents. Aiming at the role of tutor education in the apprenticeship mentor system, we will further study the current situation, causes and problems to consider the role expectations of the educational role of mentors in modern vocational education.

2.1 Investigation on the Status Quo of the Tutor Educational Role in the Apprentice Mentoring System

Since the establishment of an apprenticeship system with Chinese characteristics was proposed in 2014, tutors mainly come from schools and enterprises, so the educational role of mentors has changed accordingly. Although the school strongly supports on-campus tutors to practice in enterprises, due to the short time to integrate into the core positions of enterprises, the current on-campus tutors are relatively lacking in practical experience, and at the same time, mentors in enterprises have strong practical skills but relatively weakened research on theoretical foundations due to the accumulation of work experience,

resulting in a relative lack of theoretical knowledge system. The core value of the current implementation of the apprenticeship mentor system is the pursuit of the integration of industry and education, with the school as the main body, the enterprise tutor uses virtual projects in the school for training, the cooperation between the school and the enterprise is only a superficial form, and the current quality of the tutor is only identified by the vocational qualification certificate, so that the role of mentor education is not separated from the traditional education model, the educational role of the tutor is vague, the role of practice and theory in the apprenticeship mentor system is still weak, and the role of mentor education is limited to a certain extent.

2.2 The Problem Causes of the Educational Role of the Apprentice Tutor System

In order to cope with the development of modern economy and changes in social structure, all countries and regions in the world are actively promoting the modernization of vocational education, China's General Secretary emphasized in the report of the 20th National Congress that in-depth implementation of the strategy of rejuvenating the country through science and education, the strategy of strengthening the country with talents, and the strategy of innovation-driven development, accelerating the construction of a high-quality education system, developing quality education, and promoting educational equity. Among them, vocational education has an important guarantee role in coping with the requirements of the new era of modernization, from the perspective of modern social development, the current reform of the education model, the integration of a variety of educational training methods, the apprenticeship mentor system is given new connotations, and the educational role of the tutor changes with the development of the times. Correspondingly, the way of talent training under the traditional education model can no longer meet the needs of modern society, and the learning channels for different needs such as information technology, social culture, and internship operation have entered the education of the apprenticeship mentor system, which has led to the formation of the role of the apprentice mentor system.

2.3 An Analysis of the Educational Role of Apprenticeship Tutors

The change of the traditional educational environment, the formation of modern diversified educational background, and the role of apprenticeship mentor tutor education are worth pondering. Due to the different audience groups in the society, the problem of the expectation of the role of mentor education, apprentices, colleges and enterprises have different cognitions, and their mentors need to seek a balance among many parties to bear more responsibilities, and in terms of apprenticeships, they need to have strong professional knowledge, a solid theoretical foundation and rich practical experience. In terms of institutions, it is necessary to assume the role of a bridge to promote school-enterprise cooperation. In terms of enterprises, it is necessary to fully communicate with enterprises in the process of cooperation and understand the professional needs of enterprises. When apprentices, institutions, and enterprises all give different needs to the mentor education role of the apprenticeship mentor system, it is very important to have a clear positioning of the mentor education role.

3. Taking the UK and Germany as examples, the experience and enlightenment of the role of mentor education in the apprenticeship mentorship system are analyzed

Vocational education has always been the focus of attention in the development process of various countries, and the cultivation of vocational talents has been constantly innovating and reforming.

3.1 Analysis of the role of tutor education in the German "dual system"

The origin of Germany's "dual system" is to cope with the mismatch between supply and demand of talent, three large enterprises in Baden-Württemberg and the Baden-Württemberg School of Management and Economics jointly created a new model of talent training, the "Stuttgart model", developed until 1974, Baden-Württemberg established two vocational colleges to introduce this model into higher education, and in 2009, the Baden-Württemberg Dual University was established, so the dual model was successfully written into the name of the university. In the German "dual system" education model, each apprentice will have two tutors, one is an on-campus tutor with a deep theoretical knowledge system, and the other is an external tutor with rich practical experience, and the two establish effective communication and jointly plan the training of apprentices[1]. Under the "dual system", the tutor acts as the guide and promoter of learning in the whole process, when the apprentice conducts theoretical

learning in the school, the tutor in the school guides and teaches to obtain a complete knowledge system and lay a theoretical foundation for the practical education of the profession, and at the same time, the school will sign an agreement with the enterprise to establish a close cooperation relationship, and send the apprentices with basic theoretical knowledge to the enterprise to be guided by the tutor outside the school for practical activities and obtain complete vocational work experience. The combination of tutors inside and outside the school breaks the barriers between theory and practice, making apprentices more effective in realizing the transformation of identity and adapting to the needs of professional positions, and the educational role of mentors has also gained new connotations in the development of vocational education, becoming a guide and facilitator education role.

3.2 An Analysis of the Role of Tutor Education in the British "Engineering-Learning Alternation"

The British sandwich course, also known as the "engineering-study alternating course", has a long history. "Engineering-study alternation" is a "theory-practice-theory" learning method, not to meet a certain profession to open a special course, but around the connection between theory and practice to arrange the learning method, for the origin of this way of learning is more said, some scholars believe that it originated from "apprenticeship with practical experience learning", some scholars believe that it originated from part of the courses of Glass University in 1840 and the courses of the University of Bristol in 1878. Accounts of this style of learning are documented in the Engineering and Naval Construction Project of Sunderland Technical College in 1903. In the follow-up practice, enterprises, educators and students who are enthusiastic about "engineering-study alternation" will unite to jointly promote the development of this education method[2]. In the course of alternating engineering and learning, the apprentices during the study period, the place and content of learning are not fixed, the apprentices need to study basic theoretical knowledge in school, after meeting the requirements of school learning, enter the social occupation for practical learning and meet certain practical requirements, and then need to return to school again for theoretical knowledge learning. Under the British vocational education training method of "engineering-study alternation", the tutor needs to make overall planning for the internship and academic learning of the apprentice in the whole learning process, so that the apprentice can learn academic theory in the internship, apply the academic theory to the internship, realize the integration between theory and practice, focus on the cultivation of students' core skills, and manage the learning tasks of the apprentices within the corresponding time, arrange the learning content of each time period and complete it within the specified time, so as to meet the professional talent standards required by social enterprises. It can be seen that the role of mentor education in the British "work-study alternation" is a manager.

3.3 The Enlightenment of the Educational Role of Tutors in Apprenticeship Tutoring System

My country is currently in an era of rapid economic development and changes in social structure. The need for the training of professional talents keeps pace with the times to meet the needs of modern social enterprises for the types of talents. Based on the analysis of the cases of Britain and Germany, the current situation of the apprenticeship mentoring system in vocational education was investigated and studied, and it was found that the expectations of the educational role of the tutor in the apprenticeship mentoring system in my country are still relatively vague, the corresponding responsibilities and authorities are not clearly defined, and the evaluation of the professional quality of the tutor is also relatively simplistic, which cannot be defined from a comprehensive perspective. Drawing on the experience of vocational education in Britain and Germany, the training method of apprentices has broken away from the previous stage of only imparting knowledge and experience, and plays the roles of instructors, facilitators and managers according to changes in the educational environment. Based on the experience of Britain and Germany, combined with the actual development of vocational education in my country, the role of mentor education in my country's apprenticeship tutor system is clearly positioned to promote the further development of vocational education in my country[3-5].

4. Suggestions on the Educational Role Expectations of Tutors under the Apprenticeship Tutor System

Based on the basis of the previous part of the research, the research on the role expectations of tutor education is carried out from the dimensions of enterprises and schools, the expectations of the role of tutor education are clarified, and feasible suggestions are put forward from the perspective of ensuring that tutors play a good role in education, so as to meet the different role expectations of different social

groups for tutors.

4.1 Apprentices' expectations for the educational role of the mentor

In the context of vocational education in the new era, to adapt to the requirements of the new situation, tutors need to carry out professional and personalized guidance according to the characteristics of each apprentice, therefore, apprentices will expect that the educational role of the mentor is a person with rich educational resources, high-level professional education level, academic ability, academic status and academic influence in a certain field can provide professional guidance in daily learning, carry out scientific research training, and enable the apprentice itself to develop research thinking, master research methods, and obtain research results. At the same time, it can not only cultivate professional theoretical knowledge, but also enhance their practical experience, problem awareness, and technical services to enhance their hands-on practical ability, laying a solid foundation for the subsequent development in the professional field.

4.2 Institutions' expectations for the educational role of mentors

In the process of upgrading the social structure and economic structure, colleges and universities also need to keep pace with the times for the cultivation of talents, no longer limited to a single environment, colleges and universities actively introduce enterprises to participate in it, achieve a win-win situation between both sides, and enhance the enthusiasm for participating in vocational education, which breaks the previous stereotype of mentors "teaching and educating people", promotes the educational role of tutors from theoretical transmitters to compound teachers in parallel with talent training, scientific and technological development and service, and gives full play to the quality educational resources of tutors to achieve resource sharing. Expand the influence of mentors. At the same time, institutions hope that mentors can enhance their sense of identity, clarify the responsibilities, rights and obligations of both parties, and actively participate in scientific research topics and scientific and technological projects.

4.3 Enterprises' expectations for the educational role of mentors

In the face of the current challenges of difficult employment of enterprises, enterprises need to establish a model of school-enterprise cooperation training with schools, and realize the importance of apprenticeship mentorship. For vocational education, excellent tutors who can cultivate excellent skilled workers, explore school-enterprise cooperation, top internships and other modern apprenticeship mentor systems can actively and seriously train according to the types of talents and requirements needed by enterprises, sign training contracts, and have detailed regulations on the content of training, and mentors fully assume the educational role of a team manager[6-7].

4.4 Advice on the educational role of tutors

Under the development of the contemporary apprenticeship mentor system, it is necessary to integrate knowledge accumulation, development planning, ability and skill cultivation and improvement, etc., and the development of courses, the formulation of training plans, and the construction of practical training are all issues that need to be considered by tutors. How to make apprentices learn, practice, how to make apprentices better adapt to the needs of social and professional positions, better realize the gap between apprentices and employing enterprises, on the generation and solution of this problem, on the one hand, mentors need to act as a supporting bridge between apprentices and social enterprises, with a strong theoretical knowledge system and rich experience and insight to guide from a full range of guidance, not only limited to the accumulation of basic theoretical knowledge, but also pay attention to the apprentice's social experience in the world, This enables apprentices to enter the profession faster when they enter the enterprise. On the other hand, it is necessary for tutors to have a clear understanding of the development direction and trend of society, understand the latest trends in the industry, the types of talents required by enterprises, achieve the synchronization of social and campus information, weaken the barriers caused by poor information, and reduce the problem of large differentiation between schools and enterprises for the required talents. Finally, the tutor occupies an important role in the entire apprenticeship mentor system, guiding the apprentice to cultivate scientific research interest, observation and analysis and problem-solving ability, promote the cultivation of scientific research ability and innovation ability, and have good scientific thinking habits and research ideas to provide new ideas and development directions for the development of vocational education in China.

5. Conclusion

In summary, the apprenticeship mentor system can meet the new requirements of vocational education development on China's talent training model in the current environment of upgrading of China's social industrial structure and updating of vocational demand, and the tutor education role corresponding to this training model is developing in a diversified direction, clarifying the educational roles of apprenticeship mentor tutors under modern vocational education, such as guides, managers, collaborators, etc., more effectively promoting the development of the "apprenticeship mentor system" and promoting the steady and rapid development of vocational education in China.

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