

# Research on the Difficulties and Countermeasures of Study Travel in Primary and Middle Schools in Zhaoqing City

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**ABSTRACT.** *To provide theoretical guidance and reference for seeking the feasibility development of study travel for elementary and middle school students in urban areas of Zhaoqing, and to promote the development of current study travel courses for primary and secondary schools in Zhaoqing. This article intends to summarize the problems and difficulties of the study travel activities in elementary and middle schools in Zhaoqing City from the perspective of the current development of study travel in Zhaoqing, analyze the causes and make relevant suggestions.*

**KEYWORDS:** *Zhaoqing, Study travel, Difficulties*

## 1. Introduction

With the change of the times, study travel as a new form of tourism can not only satisfactorily meet the travel needs of students, but also enhance students' understanding of the natural and social environment, and at the same time can stimulate students' inquiry spirit. In November 2016, the Ministry of Education and other 11 departments jointly issued a document entitled "Implementation Opinions on Promoting Research Trips for Primary and Middle School Students", clearly stating that each region should conduct research trips based on actual conditions and in accordance with local conditions. Incorporating study travel into school education and teaching plans requires that education departments and schools plan and organize organized out-of-school education activities that combine group tourism and travel experiences [1]. According to statistics from Zhaoqing Statistics Bureau in 2019, there are 56 primary and secondary schools in the urban area of Zhaoqing, with 121,054 students. With the implementation of policies and the organic integration of research-based learning and travel experience, the demand for study travel market is constantly expanding. This shows that study travel is in a period of vigorous development opportunities. However, due to the short implementation period of study travel activities and the poor understanding of social media on the value orientation of study travel education, there are still many problems with the excellent conditions for the study travel activities of primary and middle school students in Zhaoqing. Therefore, it is of great practical significance to study the status quo of study travel in primary and secondary schools in Zhaoqing, with a view to providing theoretical guidance and reference for the development of current study travel courses in primary and secondary schools.

## 2. Analysis of the Predicament of Study Travel in Primary and Secondary Schools in Zhaoqing City

The school's study travel implementation work plan and activity plan are conservative, and have not been carefully planned for the actual situation of different grades of students. The study travel is only considered as an activity to carry out, and the study travel curriculum planning is arbitrarily lacking in careful design. However, the study travel is different from the subject curriculum, and the design of the study curriculum objectives should not be comprehensive. The universality of the study travel curriculum objectives makes the implementation of activities less directional and targeted, which is not conducive to the development of students' individuality. It is mainly manifested in the following aspects.

### 2.1 The Concept of Study Travel is Fuzzy

It has been several years since the first study tour was proposed, but the study tour is still in a groping stage, and the research products are still incomplete, so that many people think that the study tour is an activity method similar to the spring tour and autumn tour, but the theme is compared. Even more distinctive. The channels for all circles of society to obtain study travel information are more from schools, travel agencies and related

research education institutions, and their popularity for study travel is loose and sporadic. Even some institutions with low qualifications and low professional qualifications make random publicity, which makes the public's concept of study travel more vague than it already knows. Compared with rural primary and secondary schools, urban areas are more economically developed and have more distinct educational concepts, but only 30% of the schools that have participated in study tours. On the one hand, there is less connection between school education, family education, and social education; parents do not understand the safety of research activities and are worried about students' safety problems during the activities. They often wait for the education bureau to inform them before they can let their children participate in research. Come to the event [2]. On the other hand, the school does not realize that students are the subject of study travel, and does not combine students' physical, psychological, knowledge and skill levels, and characteristics of thinking development to guide students to participate in research activities. Improvement of knowledge and skills, and achievement of moral education goals such as emotions, attitudes and values [3].

### ***2.2 Courses for Study Travel Are Unreasonable***

On the one hand, travel is greater than study, and the curriculum goals are ambiguous. Some research activities did not carry out comprehensive and scientific thinking in the course design, but merely dealt with things. As a result, the course goals are not clear, the course form and activity form are too singular, and the study travel does not reflect aspects of schooling, only travel. There is also an unreasonable design of course goals, which leads to the fact that research activities have not played their due role. Although the school considers study travel as part of the practical course content, in the process of actual implementation, managers and organizers lack understanding of the curriculum connection of study travel activities; the curriculum elements, curriculum categories, and curriculum components of study travel activities are systematic. The construction of the program did not have in-depth, systematic and comprehensive thinking. Whenever the whole school arrived at the study period, the students traveled at the same time, equating the study travel activities with tourism activities, theme parent-child activities, summer camps, etc., and fell into the current situation of blurred curriculum goals. On the other hand, the organizer lacks planning and thinking about the setting of the research study course, fails to structure the course reasonably, and analyzes various factors affecting the research course. The design of the study travel content is too simple, students are basically in the viewing experience, and there is no "research". The content design does not reflect the research-oriented characteristics of the students in the study tour activities, and the students did not discuss each other. Often research courses are conducted by special staff at the research base, but these people are not front-line teachers. They cannot combine students' physical and mental characteristics with textbooks to set up courses. They can only set up according to their own experience and ideas. The courses set are very large. Subjectivity and irrationality.

### ***2.3 The Quality of Tutors for Study Travel is Not High***

The total number of students participating in research trips is large, but the number of teachers participating in research activities is small, and the teacher-student ratio is unreasonable. One teacher has too many students and it is difficult to take good care of them. More often than not, it is too late to address the issue of safety, and there is no way to take into account the educational significance of research. With so many students living and studying together outside the school at the same time, various accidents may occur at any time. At the same time, due to the lack of research tour instructors or inadequate equipment, once a safety problem occurs, it is very likely that it cannot be properly handled in a timely manner. Most of the tutors of research trips are not professional enough; most of the tutors have not received professional research training, lack of professionalism in educational theory, and are inconsistent with the actual needs of students. The forms of explanations for students are not lively enough to truly meet the needs of students; most of them do not have research trips Qualification certificate, insufficient qualifications, inadequate knowledge of study travel, and insufficient professional qualifications. The study travel mentor is a person who mainly explains the content of study travel for students, and is a guide who opens the door to students' new knowledge of the world. However, some students do not approve of the mentor's explanation, indicating that the mentor needs to change the way when conducting the content. The tutor's guidance has a crucial impact on students' "research". The study travel instructor should strengthen the knowledge reserve and improve the professional quality of the flexible and diverse study travel content.

### ***2.4 Poor Integration of Local Culture in Study Travel***

Study travel does not make full use of regional characteristics to develop study travel products. Zhaoqing has

a lot of local characteristic resources, and Qixingyan has been named “Top Ten study travel Destinations in Guangdong Province”. Dinghu Mountain is the country's first nature reserve, known as the “Living Museum of Nature”; it is also known as the “Capital of Chinese Ecstasy” because it has the head of four famous urns. Although the resources are abundant, the research activities that have been carried out have rarely been integrated into local cultural characteristics. Only a reasonable use of the resources of a research course can carry out a research trip with high quality, which is also the source of the curriculum elements and the necessary conditions for the implementation of the course. Study travel courses are more dependent on resources than subject courses. The development and utilization of study travel course resources greatly affect the implementation of study travel. But in the course of practice, the development and utilization of curriculum resources are shallow. The school did not conduct on-site inspection and detailed planning of the research curriculum resources around the school. When selecting research bases and research resources, only economic factors were considered or for the sake of convenience, which led to an unreasonable choice of resources.

### **3. Development Strategies of Study Travel in Primary and Middle Schools in Zhaoqing City**

#### ***3.1 Add Channels for Study Travel Information to Lead the Correct Concept of Study Travel***

Establish an information management platform for the study travel education system, including study travel policies and regulations [4], study travel bases, and study travel agencies. Through the information platform, you can always find the tutors, activity locations and public facilities involved in the study travel. Information will also be recorded in the public data platform system. The openness of information is extremely convenient for government management, schools, and parents of students. The transparency of information has promoted the rational development of study travel, and also provided extremely convenient conditions for the development of activities, thereby better guaranteeing study travel. Efficient operation of the education system.

#### ***3.2 Strengthen the Monitoring of the Qualifications of Practitioners and Strengthen the Training of Relevant Personnel***

First of all, the qualifications of research tutors should be strictly controlled, and the qualifications of research tutors must be obtained. The government and education departments should provide more study travel study opportunities to improve the quality of research tutors[5]; relevant guide training institutions can provide professional research tutors. Training and research trips must continue to learn, in order to be able to give students something newer and better, and continue to explore theoretically and practically. Training professional research and travel talents is an important way to ensure the quality of research trips. Secondly, each school should proceed from the actual situation, make good use of the existing teacher resources, and improve the ability of teachers to organize study travel. Schools should organize regular concentrated lecture training for teachers. In the initial stage of the study tour, problems that may arise during the trip can be well solved [6]. The improvement of teachers' professional level also requires the guidance of external education experts. It is recommended that schools regularly engage research and travel experts for professional guidance. The professional and vivid study travel cases provided by experts are used to inspire and guide the growth of teachers.

#### ***3.3 Implement a Safe and Secure Mechanism***

The school must be fully safeguarded before the study travel begins. First, after the school teachers have determined the destination, they can contact the relevant person in charge of the venue in advance to show them the main purpose and content of the study and ensure that the facilities in the venue meet the safety requirements. Second, in the design and planning of the activity plan, the organizer must foresee all the problems that may occur, and do a good safety warning. Arrange someone to be responsible for safety management, do basic discipline management work, and do a good job of information exchange with parents, so that activities can be carried out in an orderly manner to reduce uncertainties and prevent accidents [7]. Before launching an activity, you should proactively contact the relevant departments in advance to report the specific plan of the activity, and ask the relevant departments to correct the deficiencies in the program and evaluate the possible risks in order to improve the relevant parts. Third, to ensure safety and prevent accidents, we must not only have safety plans and emergency handling capabilities, but also pay attention to the finishing work after the study. The site should be cleared in time to ensure that no students stay, and then summarized according to the actual situation of the study. Continue to adjust unreasonable factors.

### **3.4 Do a Good Job of Evaluation Standards and Feedback Mechanism**

The establishment of evaluation standards must first fully consider the characteristics of students' physical and mental development, and help promote the healthy development of students' physical and mental [8]. The goal of evaluation is to cultivate students' practical ability. Students need to be good at summing up experiences and lessons, and present the results in an appropriate way. This evaluation is the most intuitive. Whether the research base is interesting, whether it can guarantee the safety of students, and whether it can make students have a satisfactory experience, these can be used as criteria for evaluating the quality of a research base. Pay attention to the completion of tasks. Students must learn to summarize and reflect on themselves, set the basic evaluation standards for their performance in research, pay attention to the practicality and experience in the process of activities, and pay attention to whether students have cognitive and emotional aspects. Harvest, focusing on improving the comprehensive practical ability [9]. In addition, the organizers and other participants in the study tour of the primary school should be objectively analyzed. For example, we can evaluate teachers and focus on their ability to organize and plan and guide management in the process of organizing the study tour of the primary school.

### **4. Conclusion**

Study travel is a key part of school education. It can not only improve the school's curriculum education system, but also promote the student's physical and mental development in an interesting way while exercising the students' practical ability, taking into account various factors. Carefully analyze and study the factors that affect the different links of the study tour of primary and middle school students in the urban area of Zhaoqing, which has a positive guiding significance for future school study tour activities.

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