Current Situation and Countermeasure Analysis of Study Tour ——Taking Guangzhou as an Example

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Abstract. As a product of the integration of tourism and education, study tour has attracted more and more attention. Based on the analysis of the current situation and problems of study tour in Guangzhou, this paper puts forward some suggestions for the development of study tour.

1. Introduction
As a leverage measure to leverage the quality education reform and a brand-new way to explore the transformation and development of tourism, study tour has gradually become a new field of research to promote comprehensive practice education [1]. At present, the research on study tour in China has the following points.

1.1. Policy orientation is obvious, and the research on study tour is on the rise
The term "study tour" first appeared in the National Tourism and Leisure Program (2013-2020), issued by the General Office of the State Council of the People's Republic of China in February 2013[1].

The results of the search of the key word of "study tour" in the CNKI database showed that until Oct.12, 2018, there were 1274 relevant articles. The earliest literature on study tour was published in 2013. In 2016, 11 departments, such as the Ministry of Education of the People's Republic of China, issued their opinions on promoting the study tour of primary and secondary school students, making this year an important node of the research on study tour. Since 2016, the annual number of study tour papers in China has been on the rise. It can be seen that study tour, as an effective way to educate people through comprehensive practice, has attracted more and more researchers' attention.

1.2. The main research content is still macro-research
Before 2016, study tour in some provinces and municipalities in China was in the pilot stage. The research contents mainly included the mobilization of study tour pilot, the necessity of carrying out study tour, the definition of concept and the policy promotion of study tour. From 2016 to now, the research on these aspects has been deepened gradually, and the research content has been broadened to the theoretical basis of study tour, the types of difficulties in carrying out research in primary and secondary schools, the analysis of demand motivation of primary and secondary school students as the main body of study tour, the curricula construction of study tour, the relationship between study tour and students' development core literacy, the development of characteristic products of study tour, the construction of study tour demonstration base and the service of tourism institutions, as well as the implementation satisfaction survey and evaluation mechanism of study tour, etc[1-6].
1.3. The main research methods are descriptive methods
According to the results of Li Jun's research in 2017, about 11% of the literatures on study tour in China have applied empirical research methods. The data analysis is rigorous. The main contents are focused on students’ perception and motivation of demand for study tour, expectation gap model of study tour service quality, action value of advantages of study tour and development of patriotic study tour market. The remaining 89% of the research results are mainly descriptive methods, mainly describing the current situation and problems of study tour and putting forward corresponding countermeasures [1].

2. Analysis of the current situation and problems of study tour in Guangzhou

2.1. Current Situation of study tour in Guangzhou: Good Policy and Great Market Demand
In 2008, Guangdong Province took the lead in listing study tour as a compulsory course in primary and secondary schools and put it into the syllabus. In August 2018, 12 departments, such as bureaus of Guangdong Provincial Education Department, issued the "Implementation Opinions on Promoting Study Tour for Primary and Secondary School Students" (Guangdong Education Letter No. 71, 2018), which pointed out the direction for the development of study tour in Guangdong Province. Guangzhou follows the policy of Guangdong Province and actively promotes study tour.

According to the Report on the Development of Study Tour in China, published jointly by China Tourism Research Institute and Beijing Life Hiking International Educational and Cultural Development Group in October 2017, under the background of continuous improvement of national income and the rise of leisure consumption, with the deepening of the concept of quality education and the liberalization of population policy, the top-down policy catalysis and the wave of cross-border integration of tourism industry, the demand of study tour is constantly released. The survey shows that Guangzhou, as a popular tourist city in South China, has more than 70% citizens willing to take part in study tour [7].

2.2 Problem analysis of study tour in Guangzhou

2.2.1. There is a tendency of "emphasizing tour while neglecting learning" in study tour. At the two sessions of Guangzhou in 2018, Li Xiaoqin, chairman of the Guangzhou Municipal Committee of the People's Republic of China, submitted "Suggestions on Promoting the Research Travel of Primary and Secondary School Students in Guangzhou as soon as possible", pointing out that the existing research travel projects are mainly market behavior, and training institutions, travel enterprises have rushed to the layout. Under the double pressure of enrollment rate and safety responsibility, schools and education management departments are more worried and less motivated. At present, many schools only organize students to have a one-day spring or autumn outing once a year, and cancel it in special periods such as influenza [8]. It is unavoidable that market-oriented study tour tends to emphasize tour while neglecting learning.

2.2.2. Government departments, schools and related companies lack collaborative work model. Study tour is an extracurricular educational activity organized and arranged by educational departments and schools in a planned way, which combines research learning with travel experience through collective travel, centralized accommodation and meals. It is an innovative form of linking school education with extracurricular education and an important content of education and teaching. The tourism purpose of study tour should correspond to the teaching objectives of courses, and its teaching objectives should also reflect the centralized requirements of classes, schools and other groups as well as the national will [9].

2.2.3. The construction of study tour demonstration base needs to be strengthened. In January 2016, the Notice on Publishing the First Batch of "China's Study Tour Destinations" and "National Study
Tour Demonstration Bases" (Travel Development No. 8, 2016) announced the first batch of 10 "China's Study Tour Destinations" cities and 20 "National Study Tour Demonstration Bases". Guangzhou and its related tourist bases were not selected.

3. Countermeasure analysis of study tour

3.1. Educational authorities, schools and related companies or institutions cooperate to organize and carry out the work

Study tour product is the product of integration of tourism and education. It is a special thematic tourism product. When planning and designing, we should fully consider the two-way needs of "tour" and "learning". We should pay attention to the learners’ physical and mental characteristics, learning needs and educational laws, highlight the specialty, knowledge and education, and also meet the psychological needs of tourism, such as pleasure, novelty, aesthetics and pleasure [9].

In order to prevent "emphasizing tour while neglecting learning ", educational authorities, schools and related enterprises should work together to incorporate study tour into school education and teaching plans, design research travel as teaching content, and carefully study the routes and teaching content as a supplement to school classes.

3.2. Setting up different themes

It’s suggested that study tour can be carried out on different topics. Taking study tour as an important carrier of ideal and belief education, patriotism education, revolutionary traditional education and national conditions education, according to the objectives of research travel in different stages of primary, junior and senior high schools, we should develop many kinds of activity courses pertinently, such as natural, historical, geographical, scientific and technological, humanistic and experiential courses.

3.3. Planning scheme for developing study tour in Guangzhou

For example, the red tourism landscape in Guangzhou can be used as a basis for study tour. Guangzhou is the birthplace of modern revolution and has abundant red tourism resources. Study tour can focus on the theme of "Red Journey of Guangzhou Uprising", "Chairman Mao's Journey of Footprints", "and Premier Zhou's Journey of Footprints". When designing, it can incorporate the teaching content of school curriculum and add more interesting new elements, such as classical reading, treasure-seeking in scenic spots, reward-answering, and so on, so that teenagers can follow the footprints left by their revolutionary forefathers and appreciate history.

In addition, Guangzhou has a history of more than 2,200 years and has a prominent reputation in modern history. As a famous historical and cultural city and an excellent tourist city in China, Guangzhou has rich natural and cultural tourism resources. With the current hot study tour, Guangzhou is qualified to become a national study tour destination. The famous tourism landscape of Guangzhou can be built into a national study tour demonstration base.

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