

A Study of the Skill Training of Students Majoring in Tour Guide Based on the Modern Apprenticeship

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Abstract: Modern Apprenticeship is a new type of educational mechanism put forward by the Ministry of Education in recent years, which concentrates at training student with skills through deeply promoting the integration of industry and education and taking advantage of the school-enterprise cooperation and the “teacher+master” pattern. In this paper, as for the major of tour guide, it is firstly clarified that the modern apprenticeship is very important for students to train professional skills and then focuses on the effective methods of professional skill training for the students majoring in the tour guide.

1. The Conceptual Connotation of Modern Apprenticeship

In 2014, the Ministry of Education of China clearly put forward the “modern apprenticeship” as a new type of education mechanism, which refers to a mixed teaching mode to train talents through school-enterprise cooperation and “teacher + teacher” mode. Tracing back to the origin, as early as the 1980s, Germany, Britain and other western developed countries have established modern apprenticeship on the basis of absorbing the advantages of traditional apprenticeship and integrating the advantages of modern school vocational education. For example, Germany's “dual system” is considered a typical representative of modern apprenticeship.

Drawing on the experience of western modern apprenticeship system, China has further perfected the concept and connotation of modern apprenticeship, and expressed it as a talent training mode based on school-enterprise cooperation, with students' skill training as the core, promoting the deep cooperation between schools and enterprises, and carrying out a system of joint teaching among students by the mode of “teacher+master”. In this talent training mode, students have dual identities: on one hand, they are students, on the other hand, they are apprentices. At the same time, the subjective of teaching has also changed. Traditionally, only schools have acted as a single teaching subjective, while under the condition of modern apprenticeship, enterprises also play the role of the teaching subjective.

2. The Significance of Modern Apprenticeship System to the Training of Tour Guide Students' Skills

2.1 It is beneficial to improve the quality of talent training of tour guide specialty as vocational education.

According to the statistics of the Ministry of Culture and Tourism, China's tourism revenue and expenditure in the past five years has been in a sustained surplus. In the first half of 2018, the index of National Tourism Quality Supervision and tourist complaints was 74.80, which was basically the same as the same period last year. It can be seen that although the complaint rate of tourism in China has not increased, it has not decreased greatly. This fact also shows that the professional quality of tour guides still needs to be further improved to meet the rapid growth of personalized service needs of tourists, so as to effectively improve the satisfaction of tourists and greatly reduce the complaint rate of tourism. Obviously, in the final analysis, the training of tour guide professionals is the key to reverse this situation.

The major of tour guide is application-oriented and skill-oriented and belongs to the field of vocational education. In the nature this major requires students to have a high degree of mastery of skills. The level of students' practical ability depends on the training of vocational education. The training mode of "teacher + master" in modern apprenticeship system can not only improve students' professional ability of thinking and responding, but also improve students' practical ability and adaptability to problems. Teachers with apprentices can enable apprentices to grasp relevant skills as soon as possible, familiarize themselves with the whole operation process, improve the professional quality of tour guides, help to reduce the rate of complaints, and thus improve the satisfaction of tourists. Therefore, the modern apprenticeship system is conducive to improving the quality of talent training of tour guides as vocational education.

2.2 It is helpful to promote students majoring in tour guides to obtain "Dual Certificates" more smoothly.

"Dual Certificates" refer to both the diploma and the vocational qualification certificate of graduation. The vocational qualification certificate is an effective means to test the quality of practical teaching in vocational education. It reflects the professional knowledge, skill level and vocational ability of applied talents, which has the authority of specific posts and increases the chips of employment competitiveness to a certain extent. Vocational education is a kind of employment-oriented education. It is an important way to achieve the goal of talent cultivation in higher vocational education by connecting vocational appraisal with higher vocational education. Higher vocational colleges should make great efforts to combine professional settings with the needs of enterprises, provide more professional practical learning opportunities and vocational qualification examinations for students, help students obtain vocational qualification certificates for corresponding posts, and help broaden students' employment choices.

Students majoring in tour guides need to obtain "tour guide qualification certificate". The "Tour Guide Qualification Certificate" test is divided into two parts: one is the theoretical test, the other is the interview. The interview is divided into two parts: the explanation of tour guides and the answer of examiner's questions. In the first part, examinees are required to simulate tour guides to explain scenic spots, which means students should be familiar with the historical background and functional characteristics of the local scenic spots. In the second part, examinees are required to be familiar with the operation of tour guides and the place where they answer the examiner's questions. The emergencies in the process of reasoning reflect the candidates' resilience. In the training mode of modern apprenticeship system, teachers can enhance students' theoretical knowledge in the teaching process, while masters themselves take apprentices to the group to operate, which is conducive to improving students' ability to deal with problems, and more effectively help students pass the tour guide qualification examination.

2.3 It is helpful to promote the employment rate of tour guide major.

In recent years, a phenomenon of "excessive academic qualifications" has gradually appeared in China. There is a serious disconnection between teaching and practice, and the situation of vocational education is becoming more and more embarrassing. This situation is almost similar to that in the United States, where nearly half of all jobs do not require a college diploma, according to a previous study. In Germany, where manufacturing industry is developed, much attention is paid to the training of practical skills in vocational education. German law stipulates that if junior high school students do not go on to high school after graduation, they will have to receive three or three and a half years of vocational education before they can enter the enterprise. Nearly half of German high school students have been diverted to vocational education since they were 16 years old, and 40% have become apprentices. This mode has trained a large number of high-tech talents for Germany, which is also the reason why the quality of "Made in Germany" can affect the whole world. The apprenticeship training mode can enable students to acquire professional theoretical knowledge and practical skills quickly, which is conducive to improving the employment rate.

According to statistics, at present, more than 80% of the qualified tour guides in China have junior college education or below. The tour guide industry has increasingly exposed such problems

as low educational background and poor skills. With the rapid development of modern technology, such weaknesses of tour guides are increasingly unacceptable to tourists, so the employment of tour guides is becoming more and more difficult. Through the modern apprenticeship teaching mode, we should strengthen the training of students' skills in schools so that they can better suit the requirement of society, which will help to improve the proportion of students' employment.

3. Ways to Cultivate Students' Skills of Tour Guide Major Effectively Based on Modern Apprenticeship System

3.1 Improving the proportion of class hours between theoretical teaching and practical skill teaching

The core of the talent training goal of tour guide specialty is practicality and applicability, which requires that the teaching hours of practice teaching be increased accordingly. But in fact, the proportion of theoretical hours to practical hours is not reasonable, which is a common phenomenon. Some courses are more theoretical and more hours of theoretical teaching are spent on them, such as the course of "Tourism Regulations", which is worked out mainly through case-based teaching, adopting case analysis and discussion to enhance the effectiveness of theoretical learning; while some other courses are more practical, such as "Tourist Guide Practice", which requires students to grasp some professional skills, so the proportion of practice hours will increase. In a school where I once taught, the practical skill teaching of "Tour Guide Practice" has 24 class hours, which basically accounts for one third of the total class hours. However, according to the nature and content of the course, this is still obviously not enough. According to the actual needs, the practical class hours of this course should account for half of the total class hours, or even more than two-thirds of the total class hours, so as to meet the requirement of the number of the practical skills training of this course.

It is characteristic of modern apprenticeship system that teachers take apprentices with them. Students in schools are required to study regularly with their masters in enterprises. They can not only apply the theory they have learned to practice, but also master their skills as soon as possible. The goal of professional skills of tour guides is to require students not only to master some basic skills of tour guides, but also to effectively improve the satisfaction of tourists in the process of tour guides. Therefore, in teaching, one week can be considered to arrange to follow the old tour guides or experienced tour guides to study for several days, for example, they may study theory at school on Monday, Tuesday, and practice skills in enterprise from Wednesday to Sunday.

3.2 Strengthening the construction and management of full-time and part-time teachers with high qualities

Teachers are the key to the development of education. The report of the Nineteenth National Congress of the Communist Party of China put forward that "training high-quality teachers" should be taken as an important measure to realize modernization. Modern apprenticeship is the system carrier of the integration of industry and education. At present, there are fewer professional teachers and more external teachers. Full-time teachers are rich in theory, but lack of practical experience, which has long led to the educational phenomenon of emphasizing theory, neglecting practice and unbalanced development. On one hand, teachers recruited from enterprises are more casual in class time, and because of the pressure of their jobs, they often miss classes. On the other hand, although they have rich experience in practice, they do not have systematic theoretical knowledge and understand the individual needs of students. In addition, because they have less contact with students, and they don't learn enough of the different level of students' knowledge and skills. And students are also different from each other on the acceptance of knowledge and skills, while teaching is easily prone to a one-size-fits-all situation, so that students may not be able to learn well. Therefore, the best talent training mode is to combine the two. Students can receive not only higher theoretical knowledge education, but also stronger practical skills guidance.

How to effectively manage the full-time and part-time teachers? Taking the teaching and teachers

of Tour Guide Practice as an example, the suggestions are as follows:

(1) In the allocation of teaching tasks, full-time and part-time teachers have a clear division of labor. According to the needs of the syllabus, the specific contents of theoretical teaching and practical teaching are formulated in detail into the teaching plan. For example, the contents of “the history and development of Chinese tour guides”, “tour guiding service” and “tour guides” should be mainly explained by full-time teachers. However, “the prevention and treatment of tourism problems, accidents”, “the art of tour guiding and tour guides” and “the language skills of tour guides” are mainly displayed and explained by “travel agent masters”. Thus, theory and practice complement and reinforce each other in content, and the teaching effect can be improved.

(2) In the arrangement of teaching time, theoretical teaching and practical teaching can be interpenetrated. “Tour Guide Practice” is a core course with strong practicality. In terms of teaching time arrangement, it is not the case that the first half of the textbook usually talks about theory and the second half shows skills. The time arrangement of theory and practice teaching should also be determined according to specific content.

(3) In terms of management and supervision, a process assessment system with clear rewards and penalties can be established. Now some schools have adopted some software, such as nail punching system, to manage teachers. They have adopted such methods as school leaders and experts attending classes, teachers listening to each other and students attending classes to evaluate teachers. The process is rigorous and the evaluation system at different levels is implemented, so that the evaluation results are relatively fair and reasonable.

3.3. Establishing the implementation and management mechanism of the task and target of “apprenticeship”

There are two forms of traditional practice teaching: one is to create laboratories or multi-media in school, and the other is to practice outside school for about three months before graduation. These two kinds of practical teaching are mostly in the form, because: the former has limited implementation conditions, so the effect is not ideal; although the latter can enter the travel agency and other entities, but because some students do not have a tour guide qualification certificate, or due to lack of experience and other reasons, not all students have the opportunity to practice, the most important is that on the eve of graduation, many courses have long been forgotten about their professional theoretical knowledge, and their operation has to start from scratch, and the effect is not ideal. Because the school supervision is not in place or difficult to judge, the traditional practice teaching is mostly in the form.

In view of these situations, we can establish the implementation and management mechanism of the post task objectives of “apprenticeship”. Make clear the tasks that “apprentices” need to accomplish, and formulate job objectives, based on which to implement. Take the course “Tour Guide Practice” as an example, the learning task of “Tour Guide Language Art” is to learn to use different languages for different people or different scenes, with different styles of humor or seriousness, speed or gentleness, which can only be met and gradually used and mastered in vocational practice. Schools or teachers can evaluate whether students' learning objectives have been achieved, so as to realize the evaluation mechanism of supervision and management, which is jointly completed by schools and enterprises.

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