

Implementation Status and Development Strategies of Study Tour in Primary Schools in Nanchang City: A Case Study of L Primary School

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Abstract In recent years, with the support and promotion of relevant policies such as the *Opinions on Promoting Study Tour for Primary and Secondary School Students* jointly issued by the Ministry of Education and 11 other departments, a wave of study tour has been sparked nationwide from individual pilot projects to gradual promotion. In this paper, students and teachers from grades 4 to 6 of L Primary School in Nanchang City, Jiangxi Province were selected as the survey objects. Combining the survey questionnaire, the current situation of conducting study tour in the primary school was sorted out and analyzed in depth from several aspects such as study tour cognition, study tour participation, study tour implementation, etc. Based on the survey results and relevant research, the current problems in conducting study tours in primary schools were summarized, and targeted improvement measures were proposed, in order to promote the healthy development of study tours in primary schools.

Key words Nanchang City, Study tour, Implementation status, Countermeasure

1 Introduction

Study tour is of great significance in comprehensively cultivating core competencies for student development, core competencies of students in various subjects, and well-rounded socialist builders and successors, and implementing the fundamental task of cultivating morality and talent^[1]. In February of 2013, the General Office of the Central Committee of the Communist Party of China and the State Council issued the *National Tourism and Leisure Outline* (2013–2020), which proposed to gradually promote study tours for primary and secondary school students. In September of 2017, the Ministry of Education issued the *Curriculum Guidelines for Comprehensive Practice Activities in Primary and Secondary Schools*, which clarified that comprehensive practice activity is mandatory course, and study tour is included in the scope of comprehensive practice activity courses. In order to actively respond to the call of China to promote study tours in primary and secondary schools, and to help primary and secondary school students in Jiangxi Province deeply understand the situation, cultivate their emotions of loving their motherland and hometown, Jiangxi Province has also issued a series of policy documents to promote study tours in primary and secondary schools throughout the province. At the same time, taking advantage of the unique traditional geographical advantages of "red cradle, green home, and ancient soil", it has established 64 first batch of study tour practice education bases for primary and secondary school students

in Jiangxi Province, including the White Deer Cave (Bailudong) Academy in Lushan. In order to promote the healthy development of study tour in primary schools, the current situation of study tour in primary schools of Nanchang City, Jiangxi Province was analyzed through a survey questionnaire, and corresponding countermeasures were proposed^[1].

2 Research process

2.1 Surveying the basic overview of school For many years, L Primary School in Nanchang has always adhered to the educational philosophy of "laying a foundation in humanities, developing talents, and enjoying growth", showcasing high-quality educational resources, striving for continuous innovation and scientific and efficient management. The school implements small class education, allowing every student to experience the charm of life and the joy of learning. The school emphasizes student-centered development, the cultivation of individual strengths, and the development of student potential. The school has won the first prize in the supervision and evaluation of private education and teaching in Nanchang City for many years, and has gained a good social reputation. The characteristics of L Primary School in Nanchang are "laying the foundation of humanistic sentiment", "leading foreign language teaching", and "highlighting information technology". The school takes campus cultural construction as the foundation and activities as the carrier to carry out various themed activities, including various themed practical activities and themed study tours. The advanced teaching facilities, unique campus environment, and scientific educational philosophy have improved the performance of L Primary School. After years of exploration and practice, L Primary School has accumulated rich experience and significant results in organizing and implementing study tours, and developing study tour resources, which is representative and

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demonstrative to a certain extent.

2.2 Selection of survey respondents The *Implementation Opinions on Promoting Study Tour for Primary and Secondary School Students in Jiangxi Province*, issued by 11 departments including the Education Department of Jiangxi Province, clearly states that students from fourth to sixth grade of primary school are generally arranged to participate in study tour. In view of the requirements for carrying out the study tour in primary school, the objects selected in the final survey of this questionnaire were the students from Grade 4 to Grade 6 of Nanchang L Primary School and some teachers. The students were learned about from the gender, age and grade of the surveyed students, and the teachers were learned about from the gender, age and education.

2.3 Specific implementation of questionnaire survey This questionnaire was answered anonymously. The questionnaire was distributed using a random sampling method, with 375 students from the fourth to sixth grade students of L Primary School and 65 teachers randomly selected. Among them, 370 student questionnaires were collected, with a response rate of 98.67%. 63 teacher questionnaires were collected, with a response rate of 96.92%. Due to incomplete answers from some students and teachers, the questionnaire was invalid. According to statistics, there were a total of 358 valid questionnaires from students, with an effective rate of 95.47%. There were a total of 61 valid questionnaires from teachers, with an effective rate of 93.85%.

3 Results and analysis

3.1 Cognitive analysis of study travel The cognition of study tours mainly examines the level of understanding of students and teachers towards study tours, the positioning of study tours, the necessity of study tours, and the effects of study tours. Cognition guides practice. The level of understanding among students and teachers towards study tours has a significant impact on the smooth implementation and effectiveness of school study tours. Only when teachers and students have a correct understanding of study tours, can the implementation of school study tours achieve the effect^[2]. It can reflect the implementation of study tours in primary schools by surveying the cognition of students and teachers towards study tours.

3.1.1 Student and teacher perceptions of study tours. After sorting out the collected questionnaires, it was found that 21.79% of students expressed a strong understanding of study tour, while 54.19% of students expressed a relatively good understanding of study tour. According to the data, more than half of the students had a certain understanding of study tour. This was closely related to the strong promotion and regular organization of study tours by the school. 56 students reported average understanding of study tours, accounting for 15.64% of the total; 18 students expressed a lack of understanding about study tours, accounting for 5.03% of the total; 12 students expressed complete lack of knowledge about study tours, accounting for 3.35% of the total (Table 1). This

indicated that some elementary school students did not have enough understanding of study tours. It can be seen that study tour was still relatively unfamiliar to some elementary school students.

Table 1 Understanding of students and teachers about study tours

Understanding level	Student		Teacher	
	Number	Proportion//%	Number	Proportion//%
Very familiar	78	21.79	3	4.92
Relatively familiar	194	54.19	57	93.44
General	56	15.64	1	1.64
Not very familiar	18	5.03	0	0
Ignorant	12	3.35	0	0
Total	358	100.00	61	100.00

From Table 1, it can also be seen that 93.44% of teachers expressed a good understanding of study tours; only 4.92% of teachers expressed a strong understanding of study tours; 1.64% of teachers stated that their understanding of study tours was average. Both those who were not very familiar and those who were completely unfamiliar were 0%. From the proportion, it can be seen that the majority of teachers in L Primary School were more concerned about the study tour activities carried out by the school, and can actively learn about study tour. It also reflected the school's emphasis on study tour. However, there were still a few teachers who have not paid attention to the study tours conducted by the school, let alone have a deep understanding of the research tours. It indicated that these teachers were still bound by traditional educational concepts and have not been able to pay timely attention to the development of study tours^[3].

3.1.2 Positioning of study tours by students. When students were asked "what do you think of study tours?", there was a significant difference in their positioning of study tours. 14.53% of students regarded study tours as extracurricular activities, while 23.46% and 8.66% of students regarded study tours as comprehensive practical activities and specialized courses, respectively. Nearly half of the students believed that study tours were group tourism activities, accounting for 47.21%, and 6.15% of students were unclear about the positioning of study tours (Table 2). Only a few students in L Primary School were able to have a correct understanding of study tours, and some students had certain misconceptions about study tours.

Table 2 Positioning of study tours by students

Option class	Student	
	Number	Proportion//%
Extracurricular activity	52	14.53
Comprehensive practice activity class	84	23.46
Specialized course	31	8.66
Collective tourism activity	169	47.21
Unclear	22	6.15
Others	0	0
Total	358	100.00

3.1.3 Views of students and teachers on the role of study tour.

Although there was a difference in awareness between students and teachers towards study tours, the impact of study tours has been fully recognized. Among the student population, 30.73% of students believed that study tour in schools was very helpful to themselves, 45.53% of students thought that the implementation of study tours was more helpful to themselves^[4], and 21.79% of students thought that the effect of study tours was average. Among the teacher group, 93.44% of teachers have always believed that conducting study tours in schools was more helpful to students, while 4.92% of teachers believed that it was very helpful to students.

3.2 Willingness of students and teachers to participate in school study tour activities The participation of study tours mainly examines the necessity of schools carrying out study tour activities, the willingness of students and teachers to participate in study tours, the organizational form of study tours, the times of students participating in study tours, and the types of study tours. The level of participation in study tours reflects the attractiveness of study tour activities in the school. Only teachers and students actively participate in study tours, good results can be achieved in the implementation of school study tours.

3.2.1 Understanding of the necessity for students and teachers to carry out study tour activities in schools. At the student level, 25.7% of students believed that it was very necessary for schools to carry out study tours, 52.51% of students unanimously believed that it was necessary, and 21.79% of students held a general attitude. There were very few students who believed that it was not necessary or completely unnecessary for schools to carry out study tours. At the teacher level, 27.87% of teachers believed that it was very necessary for schools to carry out study tours, while 72.13% of teachers unanimously believed that it was necessary for schools to carry out study tours. Overall, both teachers and students had a certain sense of participation in the development of study tours, and most teachers and students believed that it was necessary for schools to carry out study tours. At the same time, it also reflected the desire of teachers and students to leave the campus and go to broader off campus venues to gain experience and improve their abilities.

3.2.2 Willingness of students and teachers to participate in study tours. At the student level, 33.8% of students were very willing to participate in the school's study tour, 38.55% of students expressed a willingness to participate, and 24.86% of students expressed an average. A very small number of students expressed a reluctance to participate in the school's study tour, with 1.12% being unwilling, and only 1.68% of the total being very unwilling. At the teacher level, up to 68.85% of teachers expressed a willingness to participate in the school's study tour, and 29.51% of teachers expressed a strong willingness to participate in the school's study tour. Overall, both teachers and students had a relatively high willingness to participate in study tours, with most teachers and students willing to participate in the

school's study tours^[5]. At the same time, it also reflected that teachers and students were still more interested in study tours. However, it was inevitable that 1.12% of students were reluctant to participate in study tours, and 1.68% of students expressed a strong unwillingness to participate in study tours. This indicated that there were still some factors that affected students' willingness to participate in study tours.

3.2.3 Times of students participating in study tours. Due to multiple factors, the overall participation of students in the study tours was not high. 67.04% of students participated in one study tour organized by the school, while 18.16% and 15.36% participated in four and five trips, respectively. From this, it can be seen that students who were the main participants in study tours have not participated many times, and their participation needed to be improved. Under the promotion of relevant study tour policies, schools should promote the construction of study tour courses, gradually advance compulsory courses, and encourage every student to actively participate in study tour as much as possible.

3.3 Implementation situation of study tour The specific implementation stages of study tours are influenced by various factors. In this paper, it was mainly divided into three stages for the investigation: before the implementation of study tours, during the implementation of study tours, and after the implementation of study tours.

3.3.1 Before the implementation of study tours. Before the implementation of study tour, the preparation of students, the preparation of teachers, and the selection of study tour destinations before study tour were surveyed.

The development of study tours is very complex, and teachers and students need to fully prepare before study tours. The preparation for study tour in L Primary School was relatively sufficient, and the school attached great importance to student safety education. 86.31% of students said that teachers would conduct safety education before the study tour, and 77.37% of students said that teachers would distribute study manuals and provide interpretation. However, there was insufficient preparation in the formulation of the plan and assisting students in developing study tour plans. Before the study tour, students would consult and collect relevant information about the destination of the study tour, carefully read the study tour handbook, and prepared study tour equipment, daily necessities, *etc.* However, 8.66% of students still did not prepare before the study tour.

3.3.2 During the implementation of study tours. In the implementation of study tours, investigation was mainly conducted on the study tour methods of students and the guidance methods of teachers. In short, it aimed to examine the process of "learning" for students and the process of "teaching" for teachers in the implementation of study tours.

Students are the main body of study tour, and their level of study tour is related to the implementation effectiveness. The survey found that 42.74% of students preferred to allocate more pla-

ying time, with 6.98% of students only studying and not playing, and 17.04% of students spending more time studying. Meanwhile, 4.19% of students only played and did not study. It can be seen that there was a lack of rationality in the allocation of learning and play for students participating in study tours. Furthermore, students who chose to only learn and not play did not align with the original intention of conducting study tours. It should allocate time reasonably, combine playing with learning science, and strive to achieve the effect of "learning by doing" and "learning by playing".

3.3.3 After the implementation of study tours. After the implementation of study tours, the main purpose is to examine the effectiveness of study tours, namely the impact of study tours on students. When asked about "what abilities do you think have been improved after participating in study tours?", at the student level, except for "independent thinking and independent exploration ability" and "innovative thinking and practical ability" which accounted for less than 50%, the number of other options was above 50%. At the teacher level, 50.82% chose "self-care ability" to improve, 54.1% chose "innovative thinking and practical ability" to improve, and all other options were above 90%. This indicated that study tours were highly popular among student groups, and the study tours had positive effect on the improvement of students' comprehensive quality and abilities.

4 Strategies to promote the development of study tour

Study tour is an important way to cultivate students' core competencies in various subjects and development core competencies. It is an effective way of comprehensive practical education and an essential component of the primary school curriculum structure^[6]. Based on the investigation of the implementation status of study tour in primary schools of Nanchang City and own experience, it attempted to propose the following countermeasures to promote the implementation of study tours in primary schools.

4.1 Deepening the connotation understanding of study tours

Only by first clarifying the connotation of study tours, can it enhance the correct understanding of study tours among students and teachers. With the successive introduction of national policy documents, the concept of study tour has gradually become clear. However, there are still many students and teachers who have misconceptions about the concept of study tours. Therefore, it is necessary to clarify the concept of study tours and correct the misconceptions of students and teachers about study tours.

4.2 Building a professional teacher team of study tours

During the process of conducting study tours, school teachers play a crucial role in the development of study tours. The professionalism of teacher team in study tours directly affects the implementation effectiveness of study tours. Therefore, it is urgent to build a professional teacher team for study tours. The training of teachers for study tours cannot rely solely on schools, and it also requires the

role of the government, study tour institutions, travel agencies, and others. Government departments should clarify the qualification requirements for admission of study tour teachers, such as education level, major, skills, etc., actively encourage universities to build majors related to study tours, and reserve necessary teaching staff for the study tour market. Additionally, universities should actively establish majors related to study tour based on their characteristics to fill the gap in this field.

4.3 Coordinating the development of study tour courses The course design before the implementation of study tours has a significant impact on the quality of study tours, and course objectives and the feasibility of activity plans are of paramount importance to the overall situation. The course objective is guiding light for the implementation of study tours. In setting study tour goals, primary schools should strictly follow the overall goals in the *Implementation Opinions on Promoting Study Tour for Primary and Secondary School Students in Jiangxi Province*, or refer to the overall goals and segmented goals in the *Study Tour Curriculum Standards* developed by the Geography Teaching Professional Committee of the Chinese Education Society. Attention should be paid to the physical and mental development characteristics of primary school students, social needs, and internal requirements of study tour activities. When setting goals, it is necessary to comprehensively examine the learning situation of primary school students, and highlight individual goals while ensuring common goals. Before setting goals, it should consult relevant experts to ensure the scientific and rational nature of the goals.

In short, it is of great significance for promoting the reform of basic education curriculum in China by drawing strength and nutrients from the practice of study tours in primary school, and also enriches the connotation and significance of comprehensive practical courses to a certain extent.

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