An Analysis on the Talent Cultivation Mode of Tourism Management Major's “9+3” Students from the Tibetan and Yi Area in Higher Vocational Colleges—Taking Sichuan Vocational and Technical College as an Example

Qiao-Yi LI
Sichuan Vocational and Technical College, Suining, Sichuan, China

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Abstract. The "9+3" Education Program (9 years compulsory education in ethnic area + 3 year education in Han area) is a livelihood project of the Sichuan Provincial Party Committee and provincial government that benefits the inhabited areas of ethnic minorities and is an important strategic measure to maintain the long-term peace and stability of ethnic minority areas. Therefore, to promote the "9+3" students in Tibetan and Yi areas to develop healthily is an important duty for the inland vocational colleges to undertake the "9+3" students' education. This paper mainly analyzes the characteristics and reasons of the "9+3" Tibetan and yi students studying in tourism management major in higher vocational colleges, and puts forward the practical application of "four-in-one" and "four-way co-education" talent integration training mode, in order to further promote the "9+3" Tibetan and yi students' healthy growth and all-round development, and become qualified talents needed in ethnic minority areas.

1. Introduction

Restricted by historical, geographical and economic factors, 62.9% of the total area of autonomous administrative territorial entity of China is very poor and backward, and Tibetan Plateau and Daliangshan Yi area have attracted much attention because of the concentration of poverty. In order to tackle the root cause of poverty in ethnic minority areas, Sichuan provincial government has implemented a large-scale cross-regional "9+3" Free Vocational Education Plan for ethnic minority area students. On the basis of compulsory education, we will actively provide junior high school graduates and high school graduates from ethnic minority areas in Sichuan with three years of Free Secondary Vocational Education at high-quality vocational colleges in Sichuan. This policy has clear implications for people's livelihood: for Tibet Students Attending "9+3" schools in the mainland, tuition fees will be waived, and subsidies for living expenses, transportation, accommodation, books, disposable winter clothing and other incidental expenses, as well as subsidies for school work will be provided. Each student has annual subsidies of more than 7,000 yuan and enjoys the same medical security as urban residents in the local places where the school is situated.

The "9+3" free vocational education program for Tibetan areas was launched by Sichuan Provincial Party Committee and Sichuan provincial government in June 2009, which exempted tuition fees, subsidized living expenses and miscellaneous expenses for students from ethnic minority areas in Sichuan. This is a project of Sichuan Provincial Party Committee and Sichuan provincial government to benefit the masses of herdsmen in Tibetan areas. It is an important strategic measure to safeguard the long-term peace and stability of Tibetan areas.

In 2014, this policy for the benefit of the people has reached Daliangshan and Xiaoliangshan area. The "9+3" free vocational education program in Liangshan Yi district was officially launched in accordance with the policy of free and subsidy in Tibetan areas. In 2016, part of the "9+3" funding policy was extended to contiguous poverty-stricken areas in the province, including the Qinba and Wumeng mountains.
Since the implementation of the free vocational education program, the schools undertaking the education task have covered all the 18 cities outside the three ethnic autonomous prefectures of Sichuan Province. By the end of 2017, 90 secondary vocational schools and five higher vocational colleges in the mainland had undertaken the "9+3" education task in the Tibetan and Yi ethnic areas, enrolling nearly 50,000 students from the Tibetan ethnic areas. There are 34 secondary vocational schools undertaking the "9+3" education task in the Yi ethnic areas, with a total enrollment of nearly 20,000 students. Statistics show that since the implementation of the "9+3" policy, the first employment rate of six Tibetan students and the Yi students has exceeded 98%.

The so-called "9+3" Tibetan and Yi students in higher vocational colleges refer to the "9+3" graduates recruited by higher vocational colleges through autonomy enrollment. The "9+3" free vocational education plan for Tibetan areas in Sichuan was implemented in 2009, while the "9+3" vocational education plan was implemented in 2012. Sichuan Vocational and Technical College is one of the first higher vocational colleges to undertake the task of education. By 2019, Sichuan Vocational and Technical College has enrolled about 150 students from the "9+3" ethnic minority areas, including Tibetan, Yi, Mongolian, Miao, Buyi and some Han.

2. Characteristics of "9+3" Tibetan and Yi Students' Learning in Tourism Management Major in Higher Vocational Colleges

2.1 Learning Attitude

Although the basic knowledge of "9+3" students majoring in tourism management in higher vocational colleges is weak, most of them have a good learning attitude. They are not late for class, play no truant or skip class, and actively complete the assignments and tasks assigned by teachers. However, a few students still play truant because they are "lazy" and cannot get up in the morning. Due to the use of smart phones, it is common for some students to play games and read novels in class.

2.2 Interest in Learning

After graduating from the college, most of the "9+3" students in Tibetan Yi area of tourism management major return to their hometown to take the civil service examination and rarely engage in tourism industry services. Therefore, they do not highly prefer tourism management major. For them, higher vocational education is only a way to get the diploma, so their interest in learning is not strong enough, and they are generally lack of professional pride and moral cultivation quality in tourism industry.

2.3 Learning Ability

"9+3" ethnic Tibetan students are quite different from their counterparts in the mainland in cultural background, learning basis and growing environment. Therefore, the learning ability of tourism major in the three-year higher vocational college showed the following deficiencies compared with the students of the Han students in the mainland:

2.3.1 Poor Memory

In learning ability, memory is the foundation. If memory is poor, it is difficult to accumulate knowledge and students will be more difficult to learn. For example, in the tour guide explanation training, it is difficult for students to express smoothly in the 5-minute guide because they cannot remember the narration. In English learning, it is the same. Students cannot remember the meaning of the words.

2.3.2 There is a Deviation Between Understanding and Thinking Ability

Memory is also the basis of comprehension. Due to the different cultural background and learning environment in their teenage years, the understanding of "9+3" students in the Yi ethnic group is also different from that of the mainland students of the Han ethnic group.
2.3.3 Poor Language Skills
As "9+3" Tibetan and Yi students mainly study in primary and junior middle schools in remote mountainous areas, their basic language education is weak due to the environmental impact and the quality of education. When entering the secondary stage, tourism management lectures are generally given as "mandarin", "communication and eloquence", "tour guide business" and other professional courses. If the students do not work hard in the training of these courses, then at the stage of higher vocational education, compared with other Han students, their language expression ability will be much weaker. Such as in Simulation Guide course, when students conduct site simulated narration, you may find that their mandarin is not standard, and they usually have a poor language vitality and flexibility.

2.4 Learning Results

2.4.1 Weak Professional Knowledge
One the one hand, due to the poor foundation in primary and secondary schools of "9+3" Tibetan and Yi nationality students, in their study of professional knowledge, such as Tour Guide English and Hotel English, the students are more difficult to learn and lack of confidence, resulting in a lack of interest and difficult teaching. On the other hand, as the secondary vocational school is far away from parents, and affected by computers and mobile phones, students' ability to learn independently is poor and their scope of knowledge is narrow. Without effective use of the classroom, students' grasp of basic professional knowledge is not solid enough. For example, in the study of professional courses such as "Basic Knowledge of National Tour Guides", "Tourism Geography of China", "Profile of Source Countries", "Tourism Laws and Policies", students will also be completely ignorant of basic knowledge, and it is very common that the students fail the final exam.

2.4.2 Lack of Professional Practical Ability
According to the training program of Sichuan Vocational and Technical College, there are Scenic Spot Explanation Practice, Travel Agency Planning Practice, Room Service Practice and Catering Service Practice. In the practice of Scenic Spot Explanation, students are required to complete a one-week practical training in the scenic spot, and be able to explain to tourists independently, and make on-site comments and grade for students. In the evaluation and feedback, "9+3" students in the area of Yi nationality are generally timid, nervous and unable to explain the scenic spot completely. In the practice of Planning and Dispatching of Travel Agencies, according to the feedback of travel agencies, there are some problems such as the low quality of travel agency products, the inconsiderate and careful route design, the improper information processing and the insufficiently skilled office operation. In the practice of Room Service and Catering Service, according to the feedback of the hotel, due to their straightforward personality, it is very common for them to have conflicts with guests and colleagues, the operation of room service and catering service is not skilled enough, the week ability to deal with problems, even disagreement with the hotel internship.

3. Application of the "9+3" Talent Integration Training Mode for Students from Tibetan and Yi Ethnic Groups in Higher Vocational Tourism Management
According to the characteristics of "9+3" students in Tibetan and Yi area of Tourism Management Major in higher vocational education, we adopt the Four in One Mode of " theory- practice—enterprise training—on-the-job practice" and the Four in One Mode of "school-enterprise—parent-student", so as to arouse students' consciousness and enthusiasm in learning and develop students' learning ability and skills, lay a good foundation for employment and cultivate qualified talents for ethnic areas.

3.1"Four-in-One" Construction
"Professional theory, professional practice, alternative work and study and on-the-job practice" is a Four in One process, namely, students of "9+3" in Tibetan and Yi area of tourism management major
learn professional theoretical knowledge and professional skills in the first to the fourth semester, complete the alternation of work and study in the fifth semester and on-the-job practice for half a year in the sixth semester, so as to strengthen the mastery and practice of students’ theoretical knowledge and practice ability step by step, effectively realize the seamless connection of employment.

3.1.1 Professional Theory
In the study of professional theory, students are required to complete three basic courses in the field of public learning, the field of professional learning and the field of quality development, with a total of 43 courses and 124 credits. Through two years of theoretical study, students have a certain understanding of the basic professional knowledge. Professional knowledge learning is divided into scenes, chapters and sections to build a theoretical system and strengthen knowledge application simulation.

3.1.2 Professional Training
Professional skill training includes scenic spot explanation training, travel agency operator training, room service training and catering service training. According to the knowledge section, practical training aims to apply the knowledge learned in practical training and summarize the improvement.

3.1.3 Working and Study Alternation
Working and study alternation is mainly to complete the post theoretical learning and post training in the enterprise. With the communication group, the supervision of the work and study alternation is strengthened and the technical requirements of the post are completed. We assign tasks to each post every week, exchange experience and make summary, score by group and make an incentive system.

3.1.4 Post Practice
Post assignments are assigned according to students’ characteristics. Assessment criteria for post assignments are established, and students are required to complete the internship summary every week.

At the same time, in the construction of this system, students are clearly required to achieve mandarin second-level b and computer level 1, and to get professional certificates (tour guide qualification certificate, tea master certificate, etc.).

3.2 Construction of "Quadrilateral Common Education"
The construction of "Four-in-One" needs the support and guarantee of "Four-in-One".

3.2.1 Schools and Enterprises
First of all, the school should strictly manage students and teachers and do a good job in all aspects of supervision. Secondly, strong financial support is needed in the practical training, and a sound training room and off-campus training base should be established. As a place for students to practice, enterprises should make clear the goal of talent training and analyzing and training the post ability, in order to achieve the goal of school and the enterprise double instruction, double supervision, double monitoring and double evaluation.

3.2.2 Parents and Students
The concept of "home-school co-education" is proposed. Firstly, career planning is made based on parents' resources and hometown resources, and learning objectives and tasks are defined and refined. Students sign a letter of commitment to their parents, and parents sign a letter of guarantee to the school to ensure that "9+3" Tibetan and Yi students can achieve the corresponding educational and ability goals within the specified period of time. Secondly, we should do our best in the assessment and evaluation in each semester, and give priority to the work and study alternative practice according to students’ evaluation results.

4. Summary
Organizing Tibetan and Yi students to receive vocational education in the mainland is a livelihood project of Sichuan provincial party committee and provincial government to benefit minority
residential areas and an important strategic measure to safeguard the long-term stability of minority areas. Therefore, promoting the healthy development and success of "9+3" students in Tibetan and Yi ethnic areas is an important responsibility of vocational colleges in the mainland to undertake "9+3" student education. Since the enrollment of "9+3" Tibetan and Yi students in vocational colleges in 2012, all vocational colleges have found it difficult to teach and manage them. There are nearly 15000 students in our school, students from national regions accounted for a third. Therefore the integrated talent cultivation model of "Four in One" and "Four Sides Education" has been adopted and achieved better results. Especially after the internship, students have improved a lot in theory, skills, learning ability, cultural accomplishment and comprehension, who have also received the praises from the enterprise and their parents. In this way, the "9+3" education program in the Tibetan and Yi ethnic areas has been implemented to train a new generation with knowledge and skills, narrow the gap between vocational education in ethnic minority areas and the mainland, promote the economic and social development of the Tibetan and Yi ethnic areas, and help the majority of ethnic minority areas to get rid of poverty and become rich. However, there is still a long way to go for the cultivation of "9+3" Tibetan and Yi students in higher vocational colleges. More effective methods and approaches are still needed.

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