

Research on the Integration Path of Industry and Education in Private Vocational Colleges

Fang Zhou

Academy of Accounting and Finance, Xi'an Peihua University, Xi'an, China

Abstract. The integration of industry and education is the basic school-running idea and personnel training method of modern vocational education, which is conducive to promoting the interactive development of education and industry. Taking private higher vocational colleges as an example, this paper first analyses its development significance, then carries out SWOT analysis on it, and finally puts forward the path thinking of promoting the deep integration of production and education in private higher vocational colleges.

Keywords: integration of industry and education, private colleges, Higher Vocational Education.

1. Overview of Research on Integration of Industry and Education at Home and Abroad

In order to more accurately describe the research status of the theory of Industry-Education integration in our country, we use the index distribution of China HowNet with the theme of "industry-education integration" to retrieve the documents of the past 13 years without screening all the classifications of the documents. From Figure 1, we can see that the academic circles have paid more attention to the integration of industry and education since 2013. Through consulting the literature, it is found that the domestic scholars' research on the theory of integration of industry and education focuses on the definition, significance and role of the concept of integration of industry and education, the different stages of policy, the construction of guarantee mechanism and the way of implementation.

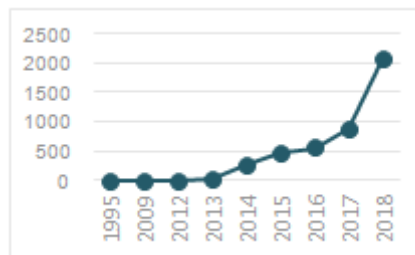


Figure 1. Statistics of the number of documents on the integration of education and industry in China from 1995 to 2018

2. The Significance of Fusion of Industry and Education in Private Vocational Colleges

2.1 Training Applied Talents

The proposition of integration of production and education can be traced back to the idea of "integration of education and productive labor" (referred to as "integration of education and labor") and has made new development in the background and connotation of the times. It is manifested in the industrial upgrading and transformation of the "new normal", the coordinated development of education and industry, the cultivation of applied talents and the economic development of service areas. Noodles. The integration of industry and education lays more emphasis on closing the distance between education and industry, improving the adaptability of education development and industry development, strengthening the integration of talent cultivation and enterprise production, and cultivating applied talents who can integrate theory with practice and transform scientific knowledge into practical productive forces to directly serve industry development.

2.2 Relationship between Higher Education and Economic and Social Development

The three major characteristics of applied universities are to train applied talents, lay emphasis on applied research and serve local economic development. The construction of applied universities is conducive to alleviating the problems of single type of higher education, homogeneous development and disconnection from economic and social development in China. The integration of industry and education is the symbol of the application-oriented university which is different from the ordinary university. It is related to the vitality and development of the application-oriented university, the cultivation of high-level application-oriented talents, and the economic and social development of the country.

2.3 Promoting the Optimization and Upgrading of Industrial Structure

The integration of industry and education, on the one hand, can achieve the "joint" of scientific research and industrial development, which is conducive to promoting the upgrading of industry and education with the help of new knowledge and technology; on the other hand, it can train talents who can adapt to and lead the development of industry, and provide important practical conditions for the upgrading and development of industry. In recent years, a series of strategies and policies for economic transformation and industrial upgrading have been introduced, including the strategy of "Internet plus", regional economic development strategy such as "one belt and one road", "Beijing Tianjin Hebei collaborative development area", "Yangtze River Economic Belt" and "comprehensive reform pilot area", and "made in China 2025". The industrial development policy concerning the policy of actively promoting the "Internet + action" and "the ten major industries revitalization plan". Under such a national development framework, the role of integration of industry and education in promoting the optimization and upgrading of industrial structure is more "like the sun in the sky".

3. SWOT Analysis of Industry-Education Integration in Private Vocational Colleges

3.1 Advantage Analysis (S)

Under the mode of integration of industry and education, the effective cooperation of schools, enterprises and related units can make up for the shortage of educational resources such as equipment, venues, technology and materials.

It guarantees the stable structure of talent supply and demand. The way of integration of industry and education can help private higher vocational colleges to understand the needs of social talents in a timely manner and achieve "on-demand training".

It ensures that higher vocational education keeps pace with the times. Under the background of "Internet+", with the acceleration of industrial transformation and upgrading, the upgrading of science and technology, Private Higher Vocational Colleges Based on the mode of integration of industry and education can timely understand the external changes and make timely improvements to the content of education.

3.2 Disadvantage Analysis (W)

The educational capital of private higher vocational colleges is relatively weak, and there are some problems such as insufficient strength in the training of Vocational talents. Combining with the current situation, private higher vocational colleges occupy a dominant position in school education in the social context, there are many obstacles to the development of the deep integration of industry and education. Many private higher vocational colleges do not have the basic conditions to connect with enterprises and the government, such as their own professional construction level is limited, and they can not meet the needs of the development of enterprises in the region. The government and human resources units can not play the role of cohesion.

3.3 Opportunity Analysis (O)

On the one hand, the reform of national education system and policy support provide great opportunities for private higher vocational colleges to develop the mode of integration of industry and education. For example, in the Opinions, it is proposed to promote the formation of talent training pattern of integration of industry and education, and it makes a clear, standardized and authoritative reference for multi-participants to intervene in the integration system of industry and education. Guide. In the Decision, the development principle of "integration of industry and education and running schools with characteristics" is clearly put forward, and it is supervised as a government function.

On the other hand, since the 13th Five-Year Plan, under the requirements of macroeconomic adjustment, transformation and innovation in China, the demand for high-quality vocational and technical personnel has been increasing, and the requirement of integration of industry and education has been put forward from the perspective of market. For example, under the "One Belt and One Road" initiative, Chinese high-end enterprises have a huge demand for compound talents with both theoretical and practical abilities in the process of going abroad and participating in international competition.

3.4 Challenge Analysis (T)

Higher homogeneity. Many private higher vocational colleges do not have long-term plans in terms of teachers, equipment, infrastructure and personnel export, which leads to higher homogeneity in professional settings, lack of characteristics of trained talents and lack of attraction to employers, thus weakening the interest of other educational subjects in the mode of integration of industry and education.

In the construction of the mode of integration of industry and education, there is no close interest relationship between the participants, let alone the balance of interests between them. For example, in school-enterprise cooperation, higher vocational colleges hope to make use of enterprise production resources to make up for the shortage of their own educational resources, but there is no clear guarantee mechanism for providing talent services for enterprises, which leads to fragile cooperation relationship.

Table 1. TOWS matrix pattern based on SWOT analysis

External factors	Internal factors	
	Inferiority (W)	Advantage (S)
Opportunity (O)	Cooperative strategy (WO) Take advantage of external opportunities to overcome internal disadvantages	Offensive strategy (SO) Depending on Internal Advantage and Utilizing External Opportunities
Threaten (T)	Defensive strategy (WT) Overcoming Internal Disadvantage and Avoiding External Threats	Cooperative strategy (ST) Relying on Internal Advantage to Avoid External Threats

4. Ways to Promote the Deep Integration of Production and Education in Private Vocational Colleges

4.1 Building a Platform of Pluralism and Integration based on the Concept of Multilateral Cooperation

The "dual system" mode of integration of production and education is more intuitive and practical, aiming at combining the two original unrelated organizational entities of enterprises and schools, giving full play to the advantages of combining production practice and professional education, in order to meet the unified needs of theoretical knowledge and practical skills. In this

mode, enterprises and schools are not only the main body of education, but also closely related stakeholders. For the students of Higher Vocational colleges, the original identity of students and workers does not exist transition or transformation, but is integrated, which better reflects the essence of Vocational education.

The modern apprenticeship system is a brand-new talent training mechanism launched by the Ministry of Education to promote the integration of industry and education. It highlights the educational characteristics of "skill inheritance". It has high practicability for private higher vocational colleges to construct the path of integration of industry and education. It can fully integrate with the local characteristic industries and achieve planned and effective development. Target and step by step training of characteristic vocational and technical personnel.

The training mode of Master Studio provides a pioneering path for the integration of industry and education. It is more suitable for the cultivation of Vocational and technical talents' innovative ability in the era of knowledge-based economy. It has a good supporting role in improving the poor technical service level and low "double-innovation" ability of private higher vocational colleges.

4.2 Deepening the Management Reform of Higher Vocational Education and Perfecting the System of Integration of Industry and Education

Institution is the "bottom line" to ensure the effectiveness of the mode of integration of industry and education. We should improve the multi-party joint supervision system. On the basis of the educational environment in which students live, and on the basis of the dual restraint background of school management system and enterprise management system, it is constructed according to the specific mode of education implementation subject-oriented. For example, when students enter the stage of enterprise practice, on the one hand, they should follow the school management system, on the other hand, they should also follow the enterprise management system. When system conflicts occur, enterprises are the main part and schools are the supplementary part.

We should establish and improve the development system of teachers. Emphasis should be laid on strengthening the performance evaluation of double-qualified teachers in research, so as to form a scientific and rational benefit distribution model. In the process of utilizing local enterprises, industries and market resources, private higher vocational colleges should also consider the balance between educational value, economic value and social value, break the single "talent supply" benefit model, give priority to the delivery of educational research results to cooperative enterprises, compress the technological transformation process and improve the economic efficiency of enterprises. Benefit, expand the impact of social school-running, and achieve win-win situation.

4.3 Optimizing the Integration Structure of Industry and Education and Maintaining the Balance of Interests of all Parties

Equilibrium of interests is the key factor and the fundamental motive force to ensure the deep integration of industry and education in private higher vocational colleges. Although the essence of education should not emphasize utilitarianism, the main body of education has practical interest demands. The principle of maintaining the balance of interests of all parties is to "get what they need and cooperate with each other", and to optimize the integration structure of production and education according to the actual situation of local government, enterprises and higher vocational colleges. The intermediary role played by the government in the educational function has also yielded a lot of achievements.

References

- [1]. Zhang He. Research and Practice on the Training Model of Integrating Industry and Education [J]. Science and Technology of Chinese Universities. 2018 (08).
- [2]. Ask Jianjun. Exploration on the Way to Deepen the Integration of Industry and Education in Higher Vocational Colleges under the Background of Innovation and Entrepreneurship [J]. Journal of Nanning Vocational and Technical College, 2019 (24).