

Research on the Cooperative Education Method of Industry-Education Integration in Application-Oriented Undergraduate Colleges

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Abstract: with the Continuous Improvement of Chinese Comprehensive National Strength, All Kinds of Application-Oriented Undergraduate Colleges and Universities Are Trying to Explore Training Methods Suitable for the Needs of Enterprises and Industries. However, There is a “Disconnection” between the Training of Talents in Various Colleges and Universities and the Needs of Enterprises for Talents. Integration of Production and Education is the Deepening of School-Enterprise Cooperation and an Effective Way to Cultivate High-Quality Workers and Skilled Talents. This Paper Studies the Innovation of Application-Oriented Talent Training Mode Oriented by “Integration of Production and Education, Collaborative Education”, and Comprehensively Explores the Comprehensive Graduation Practice of Applied Undergraduate Colleges Based on the Needs of Modern Social Talents and the Training of Educational Talents. Applied Undergraduate Colleges Should Actively Take Action with Innovative Thinking While Solidifying the Reform Results in the Form of Systems, Comprehensively Improve the Quality of Education and Teaching, and Integrate More Deeply into Society and Integrate into Economic Development.

1. Introduction

Application-oriented universities are a new type of higher education promoted by the modernization of Chinese economic construction and the popularization of higher education. The orientation of running an application-oriented university is to cultivate application-oriented talents, not academic or research-oriented talents. The cultivation of applied talents mainly lies in “application” [1]. Economic development is the material driving force of social progress and provides basic guarantee for social development. The development of education is the soft power of social development and provides theoretical guidance for social development. Talent supply is the ideological motive force of social development. Judging from the national development strategy and the market demand for talents, the transformation and development of local institutions of higher learning is imminent [2]. The driving force of Chinese economic growth is gradually changing, driven by factors-driven, investment-driven to innovation-driven, which is the core connotation of the new economic normal. Through the integration of production and education and collaborative education, the whole process of education and teaching reform is carried out. Through careful study, active research, hard work and continuous practice, we will establish and gradually improve the mechanism of school-education integration and collaborative education, and innovate the school-enterprise. Cooperation model and talent training model [3]. Applied undergraduate colleges should seize the opportunity to deeply understand that the integration of production and education and school-enterprise cooperation is the only way to improve the quality and efficiency of running schools, fully realize the coordinated development of production, education and research, and cultivate high-quality technical and technical personnel for the country.

2. The Necessity of Research and Innovation on the Application-Oriented Talent Training Mode Oriented by the Integration of Production and Education and Cooperative Education

It is of practical significance to study the innovation of application-oriented talents training mode oriented by “integration of production and education and cooperative education”. China has carried out educational reform and new-type oriented personnel training to achieve a perfect connection between the personnel training in colleges and universities and the needs of social personnel. However, in this process, the school is often in a more active position, the school actively seeks the alliance with the enterprise, while the enterprise is in a passive position [4]. To make teaching and school-run industries closely linked and organically combined, teaching in industries can directly train technical talents for industries. It is of theoretical significance to analyze the application-oriented talent training mode guided by “integration of production and education, and collaborative education”. The “integration of production and education, and collaborative education” clearly put forward the direction of talent training, which provides theoretical guidance for the development of talent training and social practice in Colleges and Universities in China [5]. However, due to the inherent mode of talent training and the conservative educational ideas of some teachers, the specific implementation process of the integration of industry and education in Colleges and universities appears a slow forward situation. The integration of industry and education involves schools, education administration, industry enterprises, finance and many other departments, which undoubtedly needs to establish a suitable management system. It is necessary to explore the establishment of a new internal management structure suitable for the development of the school, and to enable the government and enterprises to participate in it in an all-round way.

3. Problems in the Development of Application-Oriented Talents Training Mode Oriented by Integration of Industry and Education and Collaborative Education

3.1 Students Lack a Correct Attitude Towards Off-Campus Practice

The new oriented talent education and training mode is a new way to carry out education under the new educational concept. It not only provides rich practical resources for carrying out modern education, but also provides teachers for the growth of students. Application-oriented undergraduate colleges and universities tailor-made training and delivery of professional talents for enterprises, which meet the quality requirements of enterprises for talent standards, and at the same time obtain more sufficient human resources with lower costs, thus realizing the cost savings of enterprises [6]. Enterprises are not satisfied with students and schools do not receive timely information feedback to improve teaching in a timely manner, resulting in enterprises unwilling to accept more student internships, forming a vicious circle. However, local colleges and universities are just between the two. The state has little investment in them and the graduates are hard to find employment. Their development has encountered an unprecedented bottleneck period [7]. There is a big management distortion in students' understanding of practical enterprise work, and the personal ability of application-oriented personnel training is limited, which is the basic problem that restricts the innovation of application-oriented personnel training oriented by “integration of production and education, collaborative education”. Because of the lack of communication platform between schools and enterprises, universities and enterprises often act independently, which makes it difficult to unify the training process and time of students. In the long run, teachers tend to form a fixed mode of thinking in professional development, resulting in a rigid thinking and a negative attitude towards teaching reform. This makes it difficult to advance the new major.

3.2 The Social Responsibility of Internship Enterprises for Personnel Training is Not Clear

In the process of promoting the application-oriented talent model, enterprises can realize the resource docking of enterprise talent application, which is the foundation of modern practical talent training. However, when modern enterprises and universities connect talents, enterprises are only responsible for the application of talents. The school enterprise cooperation agreement has no rigid

constraint on students, which leads to the phenomenon that students leave their posts without permission or do not obey the enterprise management during the enterprise practice, which causes the dissatisfaction of the enterprise with the school and affects the follow-up cooperation; the management personnel do not pay enough attention to the rules and cooperation procedures of the integration of industry and education, and cannot effectively carry out the real school enterprise cooperation [8]. For example, most colleges and universities in our country are mainly engaged in logistics when applying talents to enterprises, and there is a huge gap between students' internship activities and professional knowledge, which makes the modern “integration of production and education, collaborative education” oriented applied talents training mode meaningless. At the same time, colleges and universities also have a great deal of discretion in the selection of cooperative enterprises. As there are few enterprises to choose from, colleges and universities have an idea of “which enterprise is willing to cooperate with me, I will cooperate with him”, resulting in a low degree of agreement between the two sides of the cooperation. Most of the schools and enterprises stay in the aspects of purchase and transfer of technological achievements or technical consulting services. The cooperation in personnel training is not deep enough. The enthusiasm of enterprises to participate needs to be further improved.

3.3 It is Difficult to Carry out the Supervisory Duties of Internship in Colleges and Universities

The implementation of the application-oriented talent training mode cannot be separated from the education work in colleges and universities. According to the relevant theoretical analysis of modern universities in China, students' own professional level is low, and there are constraints in the flexible application of software and the development of technology. This is largely related to the unclear supervision of internship in universities and the shortage of teaching staff for internship management. Financial enterprises, in particular, are very cautious in accepting interns and selecting management representatives to guide discipline construction due to security risks. The students trained are not applied talents that can meet the needs of enterprise development, so enterprises are unwilling to accept students again, forming a vicious circle, which will inevitably lead to the failure of the integration of production and education. Although the application-oriented university introduced some resources in the process of integration of industry and education, and university enterprise cooperation, and constructed some university enterprise cooperation laboratories and practice teaching platforms, due to various reasons, some university enterprise cooperation resources were not used well after completion, resulting in idle and waste. Some enterprises only accept a few students to practice in the integration of industry and education, which can not meet the other needs of colleges and universities in the process of education, resulting in the integration of industry and education remaining on the surface, even a slogan. In addition, in the teaching mode of integration of production and teaching, there are many problems, such as the lack of double teachers, the lack of funds, the lack of teaching bases and the obsolete teaching equipment, which seriously affect the training quality of applied talents.

4. Measures for Research and Innovation of Application-Oriented Talents Training Mode Oriented by Integration of Industry and Education and Collaborative Education

4.1 The Government Legislates and Formulates Relevant Policies and Regulations to Provide Institutional Support for College Students' Off-Campus Practice

The training mode of application-oriented talents is the direct embodiment of the correlation between education development and social talents demand in our country. In order to promote the training mode of application-oriented talents, the government should legislate and formulate relevant policies and regulations to provide institutional support for college students' off-campus practice. School-enterprise cooperation is a long-term and systematic work. Schools and enterprises need to have a common goal, willingness to cooperate, a fixed exchange platform and necessary financial support. Whether an enterprise is willing to cooperate depends largely on its economic

interests. The training objective of application-oriented talents should be based on the level and demand of local economic development, and “serving the local economic development” as the goal, so that the trained talents are needed by the local society.

The cooperative education management mechanism of “government, schools and enterprises” refers to the establishment of a cooperative education management mechanism of “government-led, industry guidance, enterprise participation and school promotion”. Under this management mechanism, the government, schools, industries and enterprises carry out various forms of cooperation, aiming at cultivating applied talents and jointly cultivating applied talents required by the society. Figure 1 below shows the cooperative education management mechanism with four links.

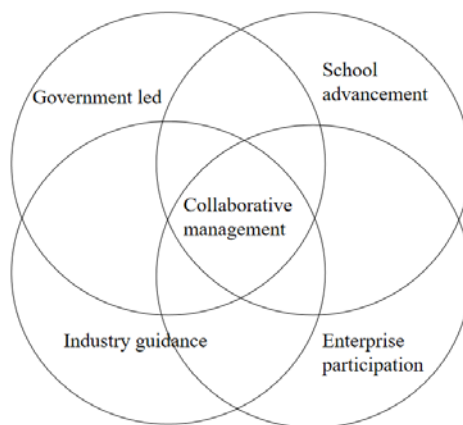


Fig.1 Four-ring Linkage Cooperative Education Management Mechanism

The cooperative education management mechanism is different from the traditional management mode with universities as the single management subject. It emphasizes the education function of the government, enterprises and industries, which is more conducive to improving the application and innovation ability of students and to improving the social service level of universities. Enterprises can participate in the teaching process of colleges and universities in various ways and set up industrial parks in Colleges and universities. In view of the characteristics of professional personnel training, we should innovate the personnel training mode of school enterprise collaborative education, integrate the enterprise production practice into the whole process of personnel training, and form the characteristics of vocational education personnel training of comprehensive development of practical education.

4.2 Enterprises Should Establish and Perfect the Management System of College Students' Internship

In order to innovate and develop the application-oriented talent training mode oriented by “integration of production and education and cooperative education”, enterprises should change the talent application strategy system. The docking of talents between enterprises and universities is different from students' internship, which is equivalent to cheap labor force. A new system of enterprise talents training should be established. Serving the regional economy and industrial development is an important responsibility of vocational education and the foundation for the survival and development of vocational colleges. In the integration of production and teaching, under the guidance and guidance of teachers, students apply the theoretical knowledge they have mastered to practical work, which not only deepens their understanding of theoretical knowledge, but also enhances their practical ability and ability to solve practical problems. Establish a vocational education group composed of vocational colleges, industries, enterprises, scientific research institutions, social organizations and other multi-subjects to promote group-based education and promote the organic integration of talent cultivation chain and industrial chain. For example, companies provide opportunities for internship theory training and internship practice for art design college talent practice. Intern theory training combines the basic needs of the enterprise talent application, conducts centralized professional guidance for interns, and provides a new

platform for talent input for enterprise talent application; only the enterprise participates in the whole process of talent cultivation and enjoys the applicable talents. The benefits brought about can enhance the willingness to cooperate, thus establishing a long-term cooperative relationship with the school, and the school-enterprise cooperation can also move towards a virtuous circle.

4.3 The School Has Perfected the Management System of Off-Campus Internship for College Students

In order to realize the innovation of application-oriented talents cultivation oriented by “integration of production and education and cooperative education”, schools should strengthen the management of college students. This requires schools and enterprises to jointly formulate talent training programs and optimize curriculum settings, especially order classes. Since the enterprises have been selected, the feasibility of professional construction should be based on the needs of enterprises. Let the integration of science and education have laws to follow and rules to follow, so that the legitimate rights and interests of enterprises and schools can be protected in many ways, and provide a normative basis for the further development of the integration of production and education, thus achieving the goal of winning more. Colleges and universities should carry out comprehensive pre-practice training for enterprises and strengthen comprehensive guidance for students' abilities within colleges and universities. For example, an art school conducts industrial docking talent training for design talents, including art design professional skills, and college students' employment psychological counseling. According to the regional development plan and the needs of industrial transformation and upgrading in the region, actively integrate high-quality resources and optimize the professional structure, and promote the mechanism of industrial structure adjustment to drive professional setting and reform, and industrial technology progress-driven curriculum reform in higher vocational education. Deepen the school-enterprise collaborative education, advocate the joint enrollment of schools and enterprises, the formulation of talent training programs, jointly build professional, jointly build training bases, jointly build teachers, and jointly develop projects to participate in the whole process of talent cultivation management, so as to effectively play the enterprise The important main role of talent cultivation.

5. Conclusion

The application-oriented talent training mode guided by the combination of production and education and collaborative education is an important embodiment of the comprehensive promotion of Chinese cultural education reform. The integration of production and education is the deepening of school-enterprise cooperation. In-depth discussion on the integration of production and education, school-enterprise cooperation is of great significance to improving the level of talent training and social service in schools. From the school level, the integration of production and education is not a change in teaching methods, but Reform of the talent training model. Enterprises take the initiative to communicate and cooperate with local colleges and universities, participate in all-round teaching activities of colleges and universities, and cooperate to educate people; local colleges and universities change their concepts, deeply understand the concept of talent cultivation of integration of production and education, and carry out reform and innovation of teaching modes and methods. Only by continuously improving the understanding and innovative thinking, combining the professional construction with the employment demand of enterprises, and taking the market demand as the guidance, can enterprises take the initiative to participate in the education management of the school. The application-oriented colleges and universities should abandon the old educational and teaching concepts that are not suitable for economic development, take multiple measures simultaneously, deepen reform, strengthen the integration of production and education, and provide talents for the socialist modernization construction.

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