

Research on the Practice Teaching of Production and Education Integration in Private Colleges and Universities in Fujian Province from the Perspective of the Construction of Industrial Colleges*

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Abstract—With the development of society and the advancement of science and technology in Fujian, the standards and requirements for talent measurement in various industries are constantly changing. The demand for talents focuses on whether they have strong practical ability and high comprehensive quality. This paper analyses the current situation of practical teaching in private colleges and universities in Fujian Province, and summarizes the problems in the practical teaching objectives, content, management, evaluation and guarantee of the integration of production and education, and gives corresponding optimization measures to improve the practical teaching system of the integration of industry and education in Fujian private colleges and universities.

Keywords—*Fujian private colleges; industry colleges; production and education integration; practical teaching*

I. INTRODUCTION

The report of the 19th National Congress of the Communist Party of China put forward the "improvement of vocational education and training system, deepening the integration of production and education, and school-enterprise cooperation". This and the Third Plenary Session of the 18th CPC Central Committee "accelerate the construction of modern vocational education system, deepen the integration of production and education, school-enterprise cooperation, train high-quality laborers and skilled talents", and the Fifth Plenary Session of the 18th CPC Central Committee "Building Modern Occupations The policy system of the education system, promoting the integration of production and education, and school-enterprise cooperation is in the same vein. In 2014, the State Council issued the "Decision on Accelerating the Development of Modern Vocational Education", proposing "deepening the integration of production and education, encouraging industries and enterprises to organize or

participate in the organization of vocational education, and giving play to the important role of enterprises in running schools". In 2015, the State Council issued the "Overall Plan for Coordinating the Advancement of World-Class Universities and First-Class Disciplines", emphasizing "integrating the integration of production and education, closely integrating the construction of first-class universities and first-class disciplines with the promotion of economic and social development, and focusing on improving the contribution of universities to industrial transformation and upgrading rate", for higher education and "double first-class" construction, clear requirements for deepening the integration of production and education. In 2016, the Party Central Committee issued the "Opinions on Deepening the Reform of the System and Mechanism of Talent Development", and further clarified the requirement to "establish a training model for technical skills talents in the integration of production and education and school-enterprise cooperation." In 2017, the State Council will introduce policies and measures to deepen the integration of production and education, and clearly include the key tasks of the annual deepening of economic restructuring. It can be said that the integration of production and education has become an important guideline for promoting the development of vocational education and higher education in recent years, strengthening the cultivation of innovative talents and technical skills, and is an important institutional arrangement for coordinating the comprehensive reform of education. These major decision-making arrangements are an important action for the implementation of the Party Central Committee and the State Council on education and talent reform. Therefore, as a private college in Fujian, the practical teaching research on the integration of production and education in the Industrial College is particularly important.

II. THE CURRENT SITUATION OF PRACTICAL TEACHING OF THE INTEGRATION OF PRODUCTION AND EDUCATION IN THE INDUSTRIAL COLLEGE OF FUJIAN PRIVATE COLLEGES

Fujian's economic development has entered a new normal, and the deep integration of industrialization and informatization has brought about a new economy such as

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new formats, new technologies and new models. The development of emerging industries is increasingly infiltrating into the talent training, and it is urgently required to open schools, innovate practical education training mode, organizational form and service supply, and extend the practical education content to the society and accelerate the production and the fusion of the practical teaching mode of collaborative education. The core of practical teaching of production and education integration in private colleges and universities in Fujian is to make industry enterprises become the main subject of running schools. This is a major measure to deepen the structural reform of education supply side. It involves not only the layout and structure of practical education in macro education, but also the training of talents. The reform of the practical teaching mode is an innovation to perfect the modern teaching practice teaching system.

At present, the practical teaching of the integration of production and education in the Fujian Institute of Private Universities is still facing many bottlenecks and constraints. On the macro level, the integration of education and industry and the positive interaction have not been fundamentally established. On the micro level, the talent training mode of school-enterprise collaboration and practical education has not yet been formed. The school-enterprise cooperation "school fever, enterprise cold", the enthusiasm of enterprises to participate in school is not high, the content of the course and the professional standards, the teaching process and the production process are relatively out of touch, and the problem of "heavy theory and light practice" is widespread.

III. THERE ARE PROBLEMS IN THE PRACTICAL TEACHING OF THE INTEGRATION OF PRODUCTION AND EDUCATION IN FUJIAN INSTITUTE OF CIVIL ENGINEERING

A. The Goal of Practical Teaching Is Not Clear

Practical teaching is an important part of the talent training program. The unclear goal of the talent training program will inevitably affect the formulation of practical teaching objectives. Conversely, practical teaching is relatively independent. If the goal of practical teaching is not clear, it will affect the talents cultivate quality. Therefore, the practical teaching objectives must be consistent with the talent training objectives and be refined and extended under this goal. There are many reasons for the goal of talent training programs in private colleges and universities in Fujian are not clear. Some of them do not have the objective analysis of talent training programs in Fujian private universities or the analysis of the objectives of talent training programs. Many private colleges and universities in Fujian do not meet the needs of talents when they set practical teaching goals, and they cannot communicate with the actual society. This will inevitably lead to the unclear definition and expression of talent training programs and personnel training specifications, which will affect the practical teaching objectives unclear and ineffective.

B. The Content of Practical Teaching Is Not Rich

In terms of the concept of running a school, some private colleges and universities in Fujian still focus on the theory

and practice, and the practical teaching links focus on the professional basic knowledge and theoretical teaching in the talent training program. The proportion of practical curriculum is low, and even if the practice class is added, there are many similarities. Many practical teaching activities are separated from the idea of "gradual progress, layer by layer", so that the ideas of individual practice teaching activities are not clear. Some of the practical teaching tasks of the integration of production and education in Fujian's private colleges and universities are unscientific. They have not been certified by relevant employers and experts, and they cannot achieve the goal of truly improving their practical ability.

C. The Management of the Practice Teaching Process Is Not in Place

Some Fujian private colleges have a lot of documents for practical teaching, but most of them are "face projects". They lack the continuity and prospect of practical teaching content. The quality of documents is uneven and cannot reflect the characteristics of the school. In addition, some private colleges and universities practice teaching management departments lack managers with service awareness and responsibility. Many practical teaching management personnel are the switch lab doors or responsible for issuing documents, lacking the ability to manage and supervise the practical teaching.

D. The Evaluation of Practical Teaching Is Unreasonable

Some private colleges and universities in Fujian evaluate the practical teaching system, adopt the evaluation system of theoretical teaching, and lack the evaluation criteria specially formulated according to the needs of practical teaching. In the means of evaluation, there is a lack of evaluation of students' ability to practice innovation and practical thinking, and only the performance of the usual performance or the results of the experimental report. When evaluating the results, many private colleges and universities in Fujian often use the evaluation results of one teacher. The evaluation process is arbitrarily large. The teachers randomly score according to their preferences, and the evaluation subject is single, which is relatively easy to lack fairness.

E. The Practice Teaching Guarantee Is Not Perfect

Many practical teachers in practical teaching in colleges and universities are mainly composed of full-time theoretical teachers, laboratory managers and external teachers. This kind of practical teaching teacher team is basically able to meet the requirements of practical teaching, but often does not achieve the actual practical teaching effect. The teaching and teaching faculty is mostly based on young teachers. These teachers are often not reasonable enough in terms of titles, ages, and academic qualifications. In addition to serving as a practical teaching task, many young practical teachers also serve as more theoretical teaching tasks. Most young teachers enter the school after graduation and lack practical ability and experience. Some private colleges and universities in Fujian lack of funds for running schools and lack of investment in practical teaching infrastructure, which

makes the critical equipment of the laboratory or training room backward, which affects the development of practical teaching to a certain extent, and even leads to the inability to open some practical courses.

IV. OPTIMIZATION OF THE PRACTICAL TEACHING SYSTEM OF THE INTEGRATION OF PRODUCTION AND EDUCATION IN THE INDUSTRIAL COLLEGE OF FUJIAN PRIVATE COLLEGES

A. Clarifying the Practical Teaching Objectives

Some Fujian private colleges and universities should clearly understand the relationship between the objectives of the talent training program and the practical teaching objectives, and ensure that the development of practical teaching objectives is based on the social and enterprise needs for the professional practice positions and enterprise employment needs. Schools should formulate different practical teaching goals according to their own characteristics and features of different professions. This goal can be divided into overall goals and specific goals. The overall goal of practical teaching is to cultivate students' practical ability, professional skills and professional ethics, so as to better adapt to the job requirements of enterprises and other employers. The specific objectives of practical teaching can be set in stages according to the staged characteristics of applied talents, such as the basic knowledge learning practice stage, the professional basic knowledge practice stage, the professional knowledge practice stage and the comprehensive internship practice teaching stage. Different stages have different requirements for students' practical teaching. The objectives of formulating practical teaching should also be different. However, these practical teaching stages are a process of mutual connection, so they should serve the general goal of practical teaching.

B. Dynamicly Adjusting the Practical Teaching Content

Practical teaching is the improvement of theoretical teaching and an important means of applying theory to practice. Practice teaching mainly focuses on the cultivation of professional skills and job skills of the educated. The practical teaching content can be increasingly rich and constantly changing with the development of science and technology and the improvement of technology level. When the private colleges and universities in Fujian are planning the practical teaching of the integration of production and education in the industrial colleges, they can select outstanding students in the cooperation of the enterprises due to the employment needs of the enterprises, and work closely with the schools to jointly plan and implement the personnel training program and dynamically adjust the practical teaching content. At the same time, it pays attention to the cultivation of practical innovation ability and professional ethics quality, and establishes a dynamic adjustment mechanism of practical teaching linkage between production and school. For freshmen who have just entered the school, they can adopt cognitive practice methods to enable students and enterprises to make zero-distance contact, understand the

enterprise, understand the technical post ability of the counterpart professional, and let the freshmen have a certain perceptual knowledge. For the sophomores and middle-aged college students, the practical teaching methods of teaching professional practice courses and classroom practice teaching are mainly adopted. For the senior students who are graduating in the senior year of the senior year, they mainly use the internship practice combined with the innovative practice ability to carry out practical teaching, so that the students can further integrate into the society and lay a solid practical foundation for post-graduation employment. Through the integration of cognitive practice, curriculum practice, professional practice, graduation practice and other activities, rationally lay out the construction of training bases inside and outside the school, and build a "professional cognitive practice experience — professional practice knowledge feedback — professional practice skills training" for the internal and external training bases of the all-round progressive dynamic practice teaching system of professional innovation practice design.

C. Promoting the Management of Practical Teaching Processes

Fujian private colleges and universities should establish a sound practice teaching management system. The practice teaching links should be planned and supported, with practical teaching guides, practical teaching materials for guidance, and practical assessment standards. The schools should also stress emphasis on the management of practical teaching processes, and be strictly in accordance with the system and standards. In the management of practical teaching process, it is necessary to consider various factors, such as national policy guidelines, school-related systems, enterprise employment standards, students' own development status, etc., and practice teaching arrangements approved in accordance with the personnel training program are carried out in an orderly manner to improve practical management personnel, service awareness and responsibility awareness, revision of the practice syllabus, etc. It will also be necessary to implement according to the requirements of the practical syllabus, and summarize and reflect on the practical teaching process from different aspects.

D. Improving the Practical Teaching Evaluation System

Fujian private colleges can adopt a system of evaluation and evaluation that involves participation, capacity assessment, and knowledge and attitude of various forms such as assessment of learning process, practical operation and production practice, and integrate the combination of knowledge application and practice, the combination of on-campus and off-campus assessment, and the combination of process and final assessment, students, teachers and field experts. The content of practical teaching is very rich, and it is necessary to perfect the practical teaching evaluation system according to the content of practical teaching. The specific content of practical teaching evaluation should not only include the completion of practical tasks, but also highlight the flexible evaluation of students' learning attitude, innovation ability and literacy, and pay attention to the improvement of students' practical ability and practical

thinking ability. In the form of evaluation, it is also necessary to consider the use of diversified evaluation subjects. It should not be limited to the evaluation of one-time teachers. It can be added to student evaluation, corporate evaluation, peer evaluation, etc., to improve the effectiveness of evaluation.

E. Strengthening the Construction of Practical Teaching Guarantee System

It will be a must to strengthen the construction of the practical teaching guarantee system in Fujian private colleges by ensuring the investment of teachers and teachers in the practice of "double teacher and dual energy". In the practice teaching, the construction of the "double-skilled dual-energy" teaching team can be carried out by the school-enterprise cooperation parties, and the two-way part-time, dual-identity, and dual-integration forms form a professional faculty team of "mutually engaging each other". The first is internal training, encouraging or arranging for young teachers to use the school's out-of-home learning policy or winter and summer vacations to join the company; the second is external introduction. Through the transfer of engineering and technical personnel and skilled craftsmen from the enterprise, as the "industry"; the third is that enterprise personnel with rich practical experience and high skills can be employed to work part-time in private universities. The company employs experienced teachers to work part-time. The investment of practical teaching infrastructure funds is an important condition for Fujian private colleges and universities to carry out the cultivation of talents for production and education in industrial colleges. In particular, it is necessary to strengthen the construction of key equipment in the laboratory and training room, and continuously increase the investment according to the requirements of modern science and technology. Meanwhile, it will also be important to update laboratory equipment, improve the management system of laboratories and training rooms, improve the opening rate of practical courses in laboratories and training rooms, and meet the needs of students for practical teaching

V. CONCLUSION

Practice teaching is a key and difficult point in the integration of production and education in Fujian Institute of Civil Engineering, and it is an essential way to cultivate applied talents. The practical teaching of the integration of production and education in the industrial college of Fujian private colleges should adapt to the needs of industrial structure adjustment, optimize the talent training program, jointly develop practical curriculum resources, jointly implement the practice process management, and jointly evaluate the quality of personnel training, etc. The schools should also enhance the depth of joint education, the formation of industry-enterprise-based integration of production and education, and the combination of industry and education, to achieve a deep integration of the practical teaching system of production and education, a common prosperity and win-win of the school and enterprise, and a new pattern of common development.

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