

Exploration on the Construction of Higher Vocational Education Specialty of "Integration of Production and Education, School-Enterprise Cooperation"

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Abstract: "Integration of production and education, school-enterprise cooperation" is the core of the professional construction of higher vocational education. Taking the vocational education of Yunnan Open University as an example, this article analyzes the professional construction connotation of "industry-education integration, school-enterprise cooperation" and the implementation path of professional construction.

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1. Introduction

"Integration of production and education, school-enterprise cooperation" is a school-running mode of higher vocational education, and it is also the core of the professional construction of higher vocational education. By deepening the integration of production and education, school-enterprise cooperation, and education-training integration, higher vocational colleges have formed a cultivating mechanism that combines moral and technical training with work-study integration. Further promote the organic connection between the education chain, the talent chain, the industrial chain, and the innovation chain, and promote the structural reform of the supply side of human resources to meet the needs of regional economic development.

2. Professional Construction Connotation of "Industry-Education Integration, School-Enterprise Cooperation"

The integration of production and education and school-enterprise cooperation reflects the basic laws of vocational education combining the education system with the labor system. It is the most typical feature that distinguishes vocational education from other types of education. It is also the core of vocational education system, mechanism, and model reform. Modern vocational education is the integration of production and education in the management system, school-enterprise cooperation in the mode of running a school, and work-study integration in curriculum teaching. The subjects, elements, and relationships at these three levels focus on important issues in the theory and practice of vocational education [1].

"Production" refers to industry, production, products, etc. "Teaching" refers to education, teaching, teachers, etc. "Fusion" refers to different things forming an interactive and harmonious organic whole through infiltration and blending. "Production and education integration" is actually based on the interaction between the needs of the two sides "and" teaching "are" integrated "[2]. School-enterprise cooperation is to achieve the goal of talent training, to actively approach enterprises and seek alliances with enterprises. The main body of school-enterprise cooperation is the university[3]. "Integration of production and education" is based on school-enterprise cooperation, through the integration of school education and teaching processes and the production process of enterprises, is to integrate education and teaching, production labor, quality development, skills improvement, scientific and technological research and development, business management and social services the act or process of oneness [4].

Education theory believes that "professionalism is an organizational form of the curriculum",

and professional construction mainly includes reform of talent training models, curriculum system reform and curriculum construction, construction of teaching staff, construction of training bases, social service capabilities, education and scientific research, and quality control system. "Specialized Teaching Standards for Higher Vocational Schools" also regulates professional teaching in terms of training specifications, curriculum systems, teachers, training conditions, and quality assurance. The "State Council's Opinions on Deepening the Integration of Production and Education" states: "Support and guide enterprises to participate in the education and teaching reform of vocational schools and colleges and universities in a variety of ways, and participate in school professional planning, teaching material development, teaching design, curriculum setting, practical training, and promote Enterprise needs are integrated into the training of talents. The task-oriented training model oriented to the real production environment of enterprises is promoted." The "National Vocational Education Reform Implementation Plan" states: "Schools and enterprises jointly study and formulate talent training programs, timely incorporate new technologies, new processes, and new standards into teaching standards and teaching content, and strengthen student internship training. Improve the regular evaluation mechanism for professional settings, Strengthen the local responsibility to guide the vocational colleges in the region to optimize the professional setting. According to the spirit of the above documents, and in conjunction with the "Ministry of Education Ministry of Finance on Printing and Distributing the" Measures for the Selection and Management of High-level Vocational Schools and Professional Construction Programs with Chinese Characteristics (Trial) " "Notice" (Teaching Staff [2019] No. 8) the selection conditions of high-level vocational schools and majors, the major construction elements are determined including major setup and adjustment, reform of talent training model, construction of teaching team, construction of training base, construction of quality assurance system.

Therefore, the connotation of the professional construction of "industry-education integration and school-enterprise cooperation" refers to the integration of production-enterprise elements in the various elements of professional construction. The implementation of the integration of "industry" and "teaching" in the entire process of talent cultivation, and the improvement of talent cultivation quality.

3. Implementation Path of the Professional Construction Work of “Industry-Education Integration, School-Enterprise Cooperation” in Yunnan Open University

Yunnan Open University actively explores the integration of industry and enterprise elements in each element of professional construction, and explores and implements the professional construction work of "industrial-education integration and school-enterprise cooperation."

3.1 Professional Settings and Adjustments

At present, China's education supply and industrial demand for talents cannot fully adapt to the structure, quality, and level, especially as the growth rate of the newly added working-age population declines, the structural contradiction between talent supply and demand is becoming apparent. Deepening the integration of production and education, and promoting the organic integration of the education chain, the talent chain, the industrial chain, and the innovation chain are urgent tasks to advance the structural reform of the human resources supply side. These are of great significance to comprehensively improve the quality of education, expand employment and entrepreneurship, promote economic transformation and upgrading, and cultivate new kinetic energy for economic development under the new situation. The Opinions of the Ministry of Education and the Ministry of Finance on the Implementation of a Plan for the Construction of High-level Vocational Colleges and Specialties with Chinese Characteristics (Teaching Staff [2019] No. 5) states: The dynamic adjustment and self-improving professional group construction and development mechanism promotes the integration of professional resources and structural optimization, brings into play the agglomeration effect and service function of professional groups, and realizes the all-round integration of the supply-side and industrial demand-side structural

elements of talent training. "

The main task of the professional construction of "industry-education integration, school-enterprise cooperation" is to set up specialties, build professional groups according to the regional industry industrial chain structure and talent needs, and develop professional dynamic adjustment mechanisms to resolve the structural contradiction between talent supply and demand.

The production and enterprise elements incorporated in the "professional setting and adjustment" element include: professional construction steering committee members including industry enterprise experts; companies participating in professional construction surveys and jointly completing professional research reports; industry chain structure and talent demand; the structure of the chain corresponds to the professional group; the types of professional positions (groups); the competence requirements of the professional group.

3.2 Reform of Talent Training Model

The talent training model is an overall talent training method that is organically combined with certain rules in educational thoughts, educational concepts, curriculum systems, teaching methods, teaching methods, teaching resources, teaching management systems, and teaching management environments. It is based on certain educational theories. The reflection of the essence of education formed by educational thought. Higher vocational education aims at cultivating high-quality technical and technical talents, and constructs a curriculum system according to the requirements of vocational positions (groups); determines curriculum standards and content according to professional teaching standards, "1 + X" certificate standards, and skill competition standards. Then divide the production tasks into different task modules according to the product processing process, and explore the modular teaching mode of teachers' division of labor and cooperation to adapt to the needs of "Internet + Vocational Education". At the same time, schools and enterprises jointly build digital resources and virtual factories for education and training, use smart classrooms, mobile apps and other methods to promote online and offline mixed teaching reforms, and cultivate students' autonomous, ubiquitous, and personalized learning capabilities.

The production and enterprise elements incorporated in the "talent training model" element include: the integration of corporate culture and professional literacy in the talent training specifications; the integration of the curriculum system into the industry and corporate post (group) capabilities; the curriculum standards and content Integration of "1 + X" certificate standards and skills competition standards; digital resources for joint construction of schools and enterprises; participation of enterprises in five competitions (world skills competition, vocational college skills competition, "Internet +" university student innovation and entrepreneurship competition, "Challenge Cup" National University Students Extracurricular Academic Scientific and Technological Works Competition, Chinese University Student Entrepreneurship Plan Competition) situation; student occupation qualification certificate acquisition, student entrepreneurship situation, etc.

3.3 "Double Teacher" Teaching Team Construction

Teachers in higher vocational education should possess the quality of "double-teachers". They must have solid professional theoretical knowledge and superb professional practical skills, as well as a high level of educational and theoretical knowledge and level. The construction of a "double-teacher" type teaching team needs to follow the "four-orientation" standard, and adopt methods such as introduction, training, and employment to train teachers who can simultaneously undertake academic education and training "double-post" tasks. That is to introduce a group of industry-leading professional (group) construction leaders, train key teachers who can improve the company's product technology and solve production technology problems, and hire industry leaders, masters and masters to teach part-time.

The production and enterprise elements incorporated in this "double-teacher" teaching team include: the results of professional (group) leaders; the proportion of part-time teachers from enterprises; the time of teachers in the enterprise; the number of teachers' training tasks; scientific research ability (professional teachers chair research projects, technology development projects,

education reform projects); teachers' social impact and honors, etc.

3.4 Construction of Training Base

The "National Vocational Education Reform Implementation Plan" states: "Promote governments at all levels, enterprises and vocational colleges to build a number of resources to share, and integrate practical teaching, social training, enterprise real production and social technical services into a high-level vocational education training base". Fourteen departments including the Ministry of Education have formulated the Action Plan for the Comprehensive Development of Vocational Training in Vocational Colleges to Promote Employment and Entrepreneurship, stating: "The focus is on fostering a number of high-level training bases, entrepreneurial incubators and corporate universities built by in-depth cooperation and cooperation between schools and enterprises. Therefore, the construction of the training base should meet two points: first, "education training sharing". It integrates practical teaching and social training functions. The second is "base + platform". Connect with the development trend of science and technology, and cooperate with local governments, industrial parks, and industries in depth to build technical skills and innovation services that combine "education and sharing", product development, process development, and innovation and entrepreneurship, and integrate real production and social technology services into one platform. This can guarantee the professional construction of "industrial-education integration and school-enterprise cooperation", at the same time promote the industrialization of innovation results and core technologies, and focus on serving the R & D and product upgrade of small, medium and micro enterprises.

The production and enterprise elements incorporated in the "training base construction" element include: planning, management, and operation modes of joint training bases between schools and enterprises; implementation of practical teaching; teacher training mechanism and implementation; social training; external production and operation conditions; development of social technical services; school-enterprise cooperation in hosting technical competitions; school-enterprise joint development of R & D teams; number of scientific research projects; technical services and technology transfer transactions.

3.5 Construction of Quality Assurance System

Focusing on the integration of production and education and the level of school-enterprise cooperation, centering on professional ethics, technical skills and employment quality, and other factors, the company will match the industry's job skills requirements, "1 + X" certificate specifications and standards, and establish a professional personnel training quality guarantee system.

The production and enterprise elements incorporated in the "quality assurance system construction" element should be judged from whether the quality evaluation standards for professional talent cultivation include the following: evaluation of the level of "industry-education integration, school-enterprise cooperation"; professional ethics, quality evaluation; evaluation of job skills requirements of industry enterprises; integration of "1 + X" certificate specifications and standards; participation of enterprises in the formulation of evaluation standards.

4. Conclusion

"Integration of production and education, school-enterprise cooperation" is a school-running mode of higher vocational education, and it is also the core of the professional construction of higher vocational education. Through the integration of production and enterprise elements in the various elements of professional construction, the integration of "production" and "teaching" is implemented in the entire process of talent training, forming an educating mechanism that combines moral skills with cultivation and integration of work and study. This can improve the quality of talent training, promote the organic integration of the education chain, the talent chain, the industrial chain, and the innovation chain, promote the structural reform of the supply side of human resources, and meet the needs of regional economic development.

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