

Analysis on the Current Situation and Countermeasures of Vocational Education from the Perspective of Integration of Industry and Education

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Abstract: With the introduction of relevant policy documents such as *Modern Vocational Education System Construction Plan (2014-2020)* and *National Vocational Education Reform Implementation Plan*, the development of Vocational Education in China has entered a new period. Improving the vocational education and training system, deepening the integration of industry and education, and school enterprise cooperation are the core of China's vocational education development at this stage, and they are also an important part of socialist economic development. Vocational education should cultivate high-quality technical and skilled talents for the industry, and enterprises in various industries should also actively participate in the talent training process. Schools and enterprises should work together to cultivate high-quality technical and skilled talents that meet the needs of the society. To deepen the integration of industry and education and optimize the cooperation between schools and enterprises, the state needs to further solve the current situation of the imbalance between talent supply and demand and the differentiation of talent demand between Vocational Colleges and enterprises. Only in this way can we promote the in-depth development of China's vocational education reform.

1. Introduction

In a common sense, “production” refers to industry, which can refer to industry, and can also refer to various specific industrial sectors in the national economy. “Teaching” refers to education, especially vocational and technical education here. “Integration” refers to the dynamic development process in which the same thing or multiple things penetrate and intersect with each other, and finally integrate into one, gradually forming new things. In a practical sense, it is impossible to understand the integration between industry and school. The nature and pursuit goals of the two cannot form a whole, nor can they produce a new industry. The essential differences have not disappeared. From the perspective of training cooperation between the two, to form a joint force between education and industry and achieve the same goal, it can only be the integration between the two elements, that is, the integration between information, technology, capital, knowledge and other elements. Based on this, it is considered that the integration of industry and education refers to the joint education, production, service and other activities between vocational education and material production, social services and other industries, and the formation of another organizational form that is essentially different from pure education and industry. In other words, schools and enterprises should cooperate in a deep level, jointly formulate talent training plans, jointly develop curriculum standards, jointly implement educational courses, jointly recommend students for employment, and work together to effectively promote the development of cooperation.



Figure 1 Kick off meeting of deepening the integration of industry and education and collaborative education in various regions of China.

2. Current Situation of Vocational Education Development from the Perspective of Industry Education Integration

As an education type closely related to social and economic development and industrial development, vocational education is responsible for cultivating skilled talents required by modern society and serving the development of local regional economy. As an inevitable choice for the construction of vocational education system, the integration of industry and education is an important connecting way between vocational and technical education and school enterprise cooperation. In recent years, China's Vocational and technical education has developed rapidly. Since the country put forward the guideline of "vigorously developing vocational education", the integration of production and education of vocational education has entered a steady stage. Although it shows a good development trend, there are still the following deficiencies.

2.1. Lacking of Operable Legal System

In the new era, the development of the integration of industry and education in Vocational and technical education has already had a good policy and basic operation track. On the whole, there are many legal provisions on the integration of industry and education, but their pertinence and practicality are not strong, and even there are almost deficiencies directly related to the integration of industry and education. Due to the lack of legal protection with specific supporting role, there is no effective supervision and incentive mechanism, and the implementation of the integration of industry and education is correspondingly weak. At the same time, due to the lack of institutional guarantee at the legal level, it is basically in the primary operation state in the process of the integration of industry and education, and there is a lack of special supervision at the government level and relevant management institutions. Therefore, the specific practical results cannot be evaluated and tested, and the cooperation between schools and enterprises has not been effectively supported by government agencies, education departments, and human resources units, which has hindered the development of industry education integration between schools and enterprises.

2.2. Weak Government Leading Role

The government is the key to the integrated development of industry and education. Under the new situation, there is an obvious gap in the development of Vocational and technical education in various regions of China. Both schools and enterprises have insufficient understanding of the integration of industry and education. The form of school enterprise cooperation is single, too much pursuit of formal cooperation, and no common interest community relationship has been formed. The disconnection between professional chain, talent chain and industrial chain is relatively serious. For the needs of the integration of industry and education in vocational education, the government's management efficiency is not high. Although China has established a coordination mechanism between vocational education and enterprise development in recent years, the government, as the leader, coordinates the sustainable and healthy development between schools and enterprises, and its overall planning function needs to be strengthened.

2.3. The Internal Operation Mechanism of the School Needs to be Improved

To deepen the integration of industry and education, we need to explore new modes and methods of school enterprise cooperation. First of all, it is difficult to complete the connection between the administrative mechanism of Vocational Colleges and the market-oriented operation system of enterprises in the process of practice. Secondly, it is impossible to cultivate high-quality talents that meet the needs of the industry only by relying on the school. Enterprises' participation in talent training plans is low, and there is little effective interaction in the whole process of school specialty construction, curriculum design and talent training, so it is difficult to form a long-term school enterprise talent transmission mechanism. Finally, "double qualified" teachers are the key to ensure the quality of vocational education. After years of construction, China's Vocational and technical education has developed rapidly, and has a large-scale "double qualified" teacher team. However, the gap is still large. Most teachers are generally at the medium level in professional knowledge teaching, practical operation, practical teaching, professional guidance ability and so on, which is significantly different from the requirements of "double qualified" teachers who have both solid professional theoretical basic knowledge and rich practical work experience.

2.4. The Incompatibility between "Teaching" of Vocational Colleges and "Production" of Enterprises

In school enterprise cooperation, the government is usually the guide, and the school actively seeks cooperation. The school is also responsible for the student training mechanism and management organization. The school plays a main role, and the enterprise is relatively subordinate. There is a lack of production and education integration exchange and operation platform between schools and enterprises. The training purpose of the school tends to social value, that is, knowledge innovation and academic achievements. The level of Vocational and technical education in China is relatively low, and the tradition of emancipating and developing personal ability has not been completely broken. Graduates often do not meet the needs of technological and skilled talents in enterprises. However, enterprises pay attention to economic effects and technological investment, and lack the awareness of "cooperative education". As a result, there are differences in the interests of the two, resulting in a weak sense of cooperation in some enterprises. Industry education integration and school enterprise cooperation are the win-win cooperation between schools and enterprises. To play the role of industry education integration, both schools and enterprises need to work together on the whole process of talent training.

3. Countermeasures of Vocational Education from the Perspective of Integration of Industry and Education

3.1. Institutional Channel Reflection

The state has issued relevant supporting laws and regulations with practical supporting role to encourage and support the integrated development of industry and education, determine organizational departments to regulate the links and responsibilities between government agencies, education departments and enterprises, and standardize the training content, training form, evaluation system, examination criteria, capital investment, etc. of school education and enterprise practice, so as to play a corresponding role. In practice, the administrative department is responsible for supervising the projects related to the integration of industry and education, evaluating the implementation of various activities, ensuring the teaching quality and social benefits of the integration of industry and education, and promoting the stable development of school enterprise cooperation.

3.2. Construction Effectiveness Support

In order to effectively develop industry education integration and school enterprise cooperation, the government should play the role of a bridge between the education sector and the industrial sector, and play a greater role in the talent supply and demand system, vocational qualification

standards, and vocational education quality assessment and evaluation. The government should ensure the supply, sustainability and pertinence of human resources, give full play to the role of promoting the development of vocational education and enterprises, improve the talent positioning, training planning, construction specifications, and the construction of the leading layer, build a common governance platform for both schools and enterprises, establish a tripartite Council of government agencies, vocational departments, and education departments, and jointly participate in the whole process of the integrated development of industry and education. In addition, the government should also improve the pertinence of talent training, promote the integrated development of vocational education system and talent market system, open up the channel for skilled talents, optimize the modern industrial employment system, and solve the problem of difficult employment for enterprises.

3.3. Stable Cooperation between Schools and Enterprises

The innovation and breakthrough of school running mechanism and operating system between schools and enterprises is the fundamental realization of the integration of industry and education. To integrate the internal and external interest demands of schools and enterprises, the following contents need to be improved. Firstly, establish cooperation guidelines and guidance manuals between schools and enterprises, strengthen the top-level design of the integration of production and education, establish and improve the liaison institutions between schools and enterprises, and form deep cooperation. Secondly, in the process of training, we should adhere to the market-oriented talent training mechanism, combine the needs of enterprises, carry out a targeted diversified training system, take the enterprise talent standard as the benchmark, dynamically adjust the courses and practice places under the condition of completing basic teaching, and jointly formulate the curriculum system and talent training plan according to the requirements of the post for professional quality and vocational skills. Thirdly, school should integrate the structural characteristics of the existing teaching staff in secondary vocational colleges, such as age levels and professional titles, and strengthen the introduction and training of young “double qualified” teachers. Vocational education schools should make scientific use of social education resources and further optimize the teaching staff by hiring some enterprise experts and professional technicians to serve as part-time teachers. At the same time, the school should also actively introduce professionals with rich practical experience and teaching ability from relevant enterprises to the school as professional teachers, establish a mixed teacher team, and provide high-level technical teaching for students. In this way, the school will strengthen the mutual learning and exchange of teaching methods, teaching theories and teaching experience between part-time teachers and school teachers, so as to ensure that the dual teacher ability of teachers with different conditions can be gradually improved and enhanced.

4. Conclusion

With the development of vocational education, the integration of industry and education is not only a way, a means, but also a purpose and a result. Only by realizing the real integration of industry and education can we ensure the quality of talents trained by vocational education and ensure that the specifications of talents meet the social needs.

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