

## The Dilemma and Outlet in the Integration of Production and Education in Applied Undergraduate Colleges

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**Abstract.** With the advancement of educational reform in China, the integration of production and education in applied undergraduate colleges has become a new trend. Under this background, this paper firstly analyzed the problems existing in the integration of production and education in applied undergraduate colleges, and then probed into the scientific countermeasures to solve these problems in order to improve the teaching level of colleges in China and train more applied professional talents for the society. Finally this can promote the social and economic development of China.

### Introduction

At the executive meeting of the State Council in 2014, China identified five major tasks and measures to accelerate the development of modern vocational education, one of which is to open up the rising channels from secondary vocational schools, specialized colleges, undergraduate colleges to postgraduate universities [1]. This can guide a number of ordinary undergraduate colleges to the applied technology-based colleges. On October 21, 2015, in order to implement the decision of the CPC Central Committee, and the decision guided by the State Council about transition of some local ordinary undergraduate colleges to an applied one, the Ministry of Finance issued the "guidelines on guiding the transition of some local ordinary undergraduate colleges to applied institutions of higher Learning." There are 14 main tasks of transition development being identified, of which "identifying type orientation and transition path" is the first priority. It takes "integration of production and education, school-enterprise cooperation" as a breakthrough in the transformation and development of colleges, and to a certain extent, it promotes the integration of production and education in applied undergraduate colleges [2-3].

### The Dilemma of the Integration of Production and Education in Applied Colleges

**Policy system is not perfect.** At present, there are still some important problems in the practice of the integration of production and education in the applied colleges of China, which lacks enough support from the government. Most colleges hope that the government will have further institutional support in promoting the integration and development of their own production and education. Although the spirit has embodied in the Chinese government and relevant departments, the institutional policies, regulations and implementation rules matched with the spirit in the process of practice are not perfect. The spirit of the government document has become empty text. The policies and regulations used by the government to mobilize the enthusiasm of universities and enterprises at the macro level, especially the rules and regulations with maneuverability, are not perfect. Most laws and policies often have the characteristics of lacking rigid and effective provisions [4].

**Management team capacity needs to be improved.** At present, one of the most important characteristics of applied undergraduate colleges is the complexity and diversity of the professional background, which makes the communication between applied undergraduate colleges and enterprises in the integration of production and education has great obstacles. There is a lack of further deepening of educational theory and further clarification of talent training plan in the integration of production and education in colleges, and the relevant managers in applied

undergraduate colleges have not carried on systematic training in higher education theory and education management.

The lack of the whole professional quality of the management team in some applied colleges leads to the lack of the understanding of the theory of long-term integration and the training objectives. The lack of awareness of the integration of production and education in colleges makes it unable to realize the reasonable talent structure required for the management posts in modern enterprises, which makes the integration of production and education between schools and enterprises stay at a low level.

**The mechanism of integration of production and education needs to be innovated.** At present, the integration of production and teaching in most applied undergraduate colleges is short-term and non-standard, and most of the cooperation depends on the follow-up and networking of the relevant personnel in colleges [5]. The integration of production and education between most schools and enterprises only stays on the superficial level that the enterprises accept students' practice. The lack of relevant mechanisms leads to the poor operation of the integration of production and education, and can not achieve significant results [6]. Due to the lack of cooperation mechanism between enterprises and schools, during the process of integration of production and education, the two sides do not have a platform for normal communication and exchange, thus unable to guarantee the interests of the enterprises and thus affect the effective implementation of the integration of production and education.

**Motivation for enterprises participation is not high.** At present, the motivation and enthusiasm of colleges to participate in the integration of production and education is very high, and there is a relatively low willingness to cooperate in the integration of production and education in enterprises. Although the enterprises understand the importance of the integration of production and education, at the same time, the advanced experience of foreign countries also provides the necessary knowledge reserving for the enterprises to understand the integration of production and education. However, the ultimate goal of enterprises and colleges is different, so they often hold a negative attitude towards the integration of production and education in the final distribution of interests and the pursuit of profits [7]. Enterprises are not sensitive to the requirement of integration of production and education put forward by the state in the field of education, and they are not sensitive to the training of skilled talents in cooperation with colleges. The enthusiasm of integration of production and education is obviously not enough.

### **The Way Out of the Integration of Production and Education in Applied Colleges**

**Relevant policy systems need to be improved.** The government should lay a solid foundation for the integration of production and education of colleges through the corresponding laws and regulations system. On the basis of combining the advanced experience of foreign countries, the government should study the relevant rules of the implementation of the policy and measures for the production and education from the national conditions of China. The government should first conduct macroscopical guidance and promotion in the policy, so that the fusion of the production and education is moving to a deeper level. At the same time, through the reasonable allocation of the benefits, the sharing of the intellectual property rights, the preferential relief in the tax credit and the rapid implementation of the assessment of the grade, the system should guarantee the positive guidance of the interests of all the parties involved in the production and education, so as to make the system effective [8]. We should regulate the interests of all parties involved in the integration of production and education by institutional means. For example, in the relevant provisions of the company law, it can be stipulated that enterprises with advanced production conditions and technologies have a service obligation to education.

**Awareness of integration of industry and education needs to be raised.** For the applied colleges, it is necessary to change the concept and improve the understanding of the integration of production and education, so as to lay a deep ideological foundation for the integration of production and education. The change of ideas means that the administrators, teachers and students of colleges should be closely combined with business operators to carry out the integration of

production and education. Only through this way, the school can cultivate the applied talents that needed by current society and economy. However, because of the inertia of many applied undergraduate colleges' own thinking, their ideological point of view cannot be fully liberated, which makes the fusion of the education to be very limited in both the content and the form. At present, the teaching mode of the applied undergraduate colleges is still the center of the teacher, and it is not realized that the education view of the education and teaching integration requires the attention of the knowledge and the ability technology [9]. The undergraduate colleges have not jumped out of the division of the traditional professional system in the curriculum setup and teaching content, and lack of understanding on the construction of the practice training base in the colleges. At the same time, the school graduates do not have a certain degree of adaptability and competitiveness after graduation.

Therefore, the applied undergraduate colleges must integrate the market with the society and combine with the enterprises to run a school, and colleges should integrate production and education, which is considered to be the characteristic and advantage of running a school of their own. Teaching management system combines the actual needs of enterprises on the road of market-oriented integration of production and education.

**A new mechanism of integration of production and education needs to be explored.** Applied colleges should actively conform to the trend of the integration of production and education, and establish professional guiding organizations, including the teachers of the school and the relevant staff of enterprises and institutions. The responsibility of the professional guidance organization is to be responsible for the professional setting and the adjustment of the enterprise's needs, the objectives of the professional training and the requirements for the knowledge and skill standards of the enterprise's needs. Through the full communication with the enterprise, we develop the professional teaching plan and the course syllabus. By combining the specific requirements of the enterprise, we can draw up the technical skills training program and textbook preparation plan, as well as the standards and methods of knowledge and technical skills assessment. The school can also explore a flexible learning mechanism through credit education and teaching system to add relevant elective courses to develop students' own specialties and their adaptability to specific data jobs in enterprises. Schools must explore the employment-oriented teaching reform mechanism to provide a strong guarantee for the development of the integration of production and education.

**The enthusiasm of the enterprise to participate in the integration of production and education needs to be mobilized.** Enterprises should seek applied talents according to the needs of their own development, and applied talents should not only carry out production practice in enterprises, but also have professional knowledge higher education [10]. This requires that the enterprise should make clear the needs of the high-quality applied talents, and recognize that this talent needs to be integrated with the applied undergraduate colleges. Enterprises have different needs for talents at different times, but in the talent market, enterprises may not be able to meet their needs within the same period of time. This requires that enterprises must integrate production and education with applied undergraduate colleges, so that enterprises can make corresponding flexible learning systems according to their needs for talents in different periods of time and meet the sudden problem of enterprise personnel [11]. At the same time, it is necessary for enterprises to establish learning organizations, which means that enterprises should provide employees with a variety of learning opportunities. Moreover, the implementation of integration of production and education is that enterprises can provide more learning opportunities for employees. It also reveals an important step of the socialization of enterprise education.

## Summary

At present, the requirement of the development of higher education in China is that higher education must combine the needs of the upgrading and transformation of national economy industry and the construction of regional economy-related industries, and cultivate high-quality applied talents which are useful to the society and enterprises and institutions. Therefore, when carrying out the reform of integration of production and education in applied colleges, government

departments should establish and perfect relevant policies and systems and clarify the direction of reform, so as to ensure the quality of this reform and cultivate more outstanding talents. Colleges should promote teachers' understanding of the integration of production and education, and explore a new mechanism of integration of production and education, so as to find out the problems existing in the process of integration of production and education of their own. They also need to put forward scientific countermeasures in order to meet the requirements of the integration and development of production and education in applied undergraduate colleges. They should mobilize the enthusiasm of enterprises to participate in the integration of production and education, provide a training base for professional personnel in colleges, and enhance their practical ability. At the same time, enterprises can also strengthen cooperation with colleges to train talents suitable for market needs.

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