

A Practical Study on the Construction of Secondary Colleges with Mixed Ownership of Higher Vocational Colleges and Enterprises

-- A Case Study of Jiangxi Province

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Abstract: At the National Conference on Education held on September 10, 2018, new policies were put forward for deepening reform activities of higher vocational education. In view of the fact that the construction of secondary colleges with mixed ownership of higher vocational colleges and enterprises should also open up a new path to achieve more ideal construction results, this paper analyzes the practice of the construction of these secondary colleges, and scrutinize the effective construction ideas from multiple perspectives, so as to give full play to the construction effect.

1. Introduction

Mixed ownership specifically refers to the cooperation of two or more forms of ownership. It is commonly used in running higher vocational colleges. Through the complementary advantages of two units, the ideal effect of win-win cooperation can be achieved. Such a mode is obviously more in line with the development needs of higher vocational students and the actual needs of the society for talents in the current period. The premise of ensuring the construction effect of secondary colleges with mixed ownership of colleges and enterprises is that enterprises and colleges should do a good job of cooperation and determine the cooperation goal.

2. Connotation and Characteristics of the Construction of Secondary Colleges with Mixed Ownership

The origin of mixed ownership comes from a practical concept in the economic field. It is a kind of economic system. Through the integration of capital with different ownership in the current social and economic forms, a diversified structure of property rights distribution and economic situation are gradually formed. Applying the mode of mixed ownership to the construction of secondary colleges in higher vocational colleges achieves more ideal results, which can be reflected in the characteristics of secondary colleges with mixed ownership:

Firstly, the diversification of property right structure. The construction of secondary colleges with mixed ownership is not single, but extremely diversified. The property right of running colleges specifically involves a diversified combination of government investment, enterprise investment, local investment of collective property right and individual investment, or at least two of the above investment. Secondly, the modernization of management method. As mentioned above, because the property right structure is diversified, the management method used in the construction of secondary colleges with mixed ownership is quite different from the traditional management method. In the past, the management of secondary colleges in higher vocational colleges is usually too administrative, which is not suitable for their development. The management of secondary colleges with mixed ownership can reasonably refer to the management mode of enterprises, make reasonable innovation in the enterprise personnel and salary management system, and gradually quantify the detailed rules of evaluation, and uphold the management mode of both incentive and assessment, so as to give full play to the construction effect of secondary colleges with mixed ownership. Finally, employee oriented education mode. The purpose of the construction of

secondary colleges is to ensure the effect of training talents and achieve a more ideal state, so they need to break the previous single mode of talent training and strengthen the cooperation between colleges and enterprises through various elements, in order to promote the reasonable integration of the operation mode of colleges and enterprises into teaching activities and further realize the effect of employee oriented talent training.

3. Advantages of the Construction of Secondary Colleges with Mixed Ownership

3.1 Scientific Design of Majors

After college-enterprise cooperation in higher vocational colleges, the construction of secondary colleges with mixed ownership of colleges and enterprises fully embodies the scientificity of major design. The participation of enterprises in the running of higher vocational colleges not only brings a lot of capital, but also advanced management concepts, practical post experience and profound professional background. These ensure that the major setting reaches an ideal state. In the process of construction, more attention has been paid to the development of major businesses of enterprises, while these are also the objects that vocational colleges stress. When these important majors are with a good development prospect, higher vocational colleges will cultivate more comprehensive talents for enterprises, and greatly improve the popularity of higher vocational colleges within the industry.

3.2 Targeted Curriculum Content

In the construction of secondary colleges with mixed ownership of colleges and enterprises, enterprises will participate in both the setting of curriculum content and skill training activities, so as to further ensure that the curriculum content design is more targeted, and each position in enterprises and major of higher vocational colleges achieve an ideal complementary state, and the relevant professional knowledge of enterprises can be better delivered to secondary colleges. Therefore, in constructing the curriculum content of secondary colleges, enterprises' standards and needs will be taken into consideration. The designed content and skill training guarantee a strong accuracy and achieve a zero error docking effect with the posts of enterprises.

3.3 Rich Enterprise Teaching Resources

In the construction of secondary colleges with mixed ownership of colleges and enterprises, it involves not only the mixed ownership of capital, but also the mixed ownership of teachers in higher vocational colleges. In enterprises, there are usually engineers and technical workers who understand strong advanced technology and master exquisite skills. Their professional skills and experience are the best way for higher vocational students to improve their professional level and absorb professional nutrients. Engineers and technical workers of enterprises can integrate into the practical training workshop and classroom in combination with the actual course content of higher vocational colleges, guide students to master the theoretical knowledge in books and the relevant professional skills to the greatest extent, which help students effectively form the knowledge application ability. The construction of teaching faculty with mixed ownership also brings better guidance for students to enter the post.

3.4 Rational Talent Reserve

The development and progress of enterprises can not be separated from the assistance of talents. To ensure the formation of a good development in the construction of secondary colleges with mixed ownership of colleges and enterprises is the necessary prerequisite for enterprises' talent reserve. Moreover, the rationality of talents should also be guaranteed. This goal can be achieved through the construction of secondary colleges with mixed ownership. If the enterprise's talent reserve is too large, it will increase the human cost invisibly. If the enterprise's talent reserve is too small, it will affect the actual productivity. However, in the construction of secondary colleges with mixed ownership, the mode of opening up an order class is suggested to be adopted to carry out talent training and reserve work. The selection of students can also be decided by the enterprise, so

as to ensure that the enterprise more effectively grasp the quantity source and professional degree of talent reserve. This talent training mode is more flexible and reasonable.

3.5 Rational Enterprise Training Resources

When every new employee enters enterprises, their cultivation is quite vital. Usually, the cultivation does not completely meet the requirements, which often wastes the investment and fails to achieve the expected results. However, in the construction of secondary colleges with mixed ownership, such phenomenon will be improved to the greatest extent. Enterprises participate in the teaching of higher vocational colleges. Students are not only students, but also reserve employees of enterprises. While improving the education level, they also master enterprise culture. Enterprises can also reasonably carry out post training activities, so as to help students to achieve the relevant objectives of post training. In this process, students are able to learn the actual situation of the post through enterprise training, which makes it easier to achieve the ideal cultivation effect. The cultivation resources of enterprises are also rationally arranged, and the cultivation efficiency reaches a new height.

4. Thoughts on the Construction of Secondary Colleges with Mixed Ownership of Colleges and Enterprises

4.1 Colleges and Enterprises Should Jointly Formulate the Cultivation Plan

In order to achieve more ideal construction effect, both colleges and enterprises should work together for development, realize the effective cooperation through the joint customized cultivation program, promote resource interoperability, build a more ideal teaching chain and experience industry chain, and formulate talent training programs by firmly upholding the education goal of collaborative education and following up the demand of talents in the current period. In this regard, it is advised to build a student-centered pyramid training model, in which students are trained from three dimensions of technology, health and thinking. Fundamentally, it breaks through the traditional training mode, and involve three aspects of students' knowledge, professional quality and skills. Through the construction of thinking consciousness system, students are guided to carry out learning activities. In the pyramid training mode, it is essential to help students set up learning objectives, find the motivation for learning, and create a learning range of mutual help and mutual achievement to promote them to learn. Then, interesting course contents are constructed to cultivate students' interest in learning and help them find the right direction of learning, so as to realize the trinity teaching mode of theory, practice and post experience, and gradually improve their comprehensive quality and skill level.

4.2 Colleges and Enterprises Should Jointly Construct the Training Base

Colleges and enterprises are required to construct a professional training base together. Enterprises should integrate the practical experience of industry and the employment needs with the theoretical knowledge education activities of colleges, thus promoting students to apply knowledge and gradually form a stronger ability to use the knowledge. In the process of building the training base, enterprises need to give corresponding guidance to meet their actual needs for talents. Vocational colleges should also do their best to cooperate, in order to build the training base more in line with the needs of talent growth environment of enterprises in the current period. Besides, colleges and enterprises are also required to jointly construct the teaching staff. Higher vocational colleges are suggested to employ the technical personnel and engineers of enterprises as the part-time teachers. Enterprises are also advised to hire professional teachers to serve as technical directors of the department according to their own needs. In this way, it realizes the complementarity between colleges and enterprises. The introduction of enterprises enables the talent training activities of higher vocational colleges to be increasingly mature.

4.3 Colleges and Enterprises Should Jointly Construct the Curriculum System

The joint construction of curriculum system achieves more ideal educational effect. Through the

establishment of a curriculum expert group by colleges and enterprises together, the professional curriculum can be reasonably developed, and the ability training curriculum is more focused on. The compilation of professional characteristic teaching materials and the establishment of curriculum resource base constantly consolidate the curriculum system. At the same time, teachers of higher vocational colleges should also actively carry out teaching reforming activities, so as to provide students with a higher quality teaching atmosphere. Thus, students can learn in doing, and do in learning. This kind of experiential teaching method stimulate students' interest in learning, enhance students' participation in class, and promote students' growth.

4.4 Colleges and Enterprises Should Jointly Develop the Evaluation System

A multi-content, multi-subject and multi-link diversified evaluation system developed by colleges and enterprises will play a better role in protecting education activities. The main evaluation system is composed of teachers' evaluation of students, students' evaluation of teachers, employers' evaluation of students, employers' evaluation of teachers and so on. In the process of evaluation, we insist the reasonable combination of process evaluation and final evaluation. Moreover, we should not only evaluate the level of knowledge and skills of students, but also establish reasonable standards evaluation of thinking quality and healthy thinking quality inspection. The personal quality and thinking morality of students need to be regularly evaluated. Project defense combined with event response should be adopted for most professional courses as the evaluation the way at the end of the term. Students must obtain at least two professional qualification certificates before graduation.

4.5 Colleges and Enterprises Should Jointly Construct the Culture of Colleges and Enterprises

The construction of culture of colleges and enterprises is of great significance, which also requires the coordination design between higher vocational colleges and enterprises. Excellent college-enterprise cooperation culture is introduced into higher vocational colleges by guiding colleges to adopt the enterprise management method. First of all, to integrate the unique cultural elements of enterprises into the environmental atmosphere of higher vocational colleges. No matter on the ground, on the wall or in the aisle, a real enterprise environment should be created, which will enable students to experience different feelings, grasp the unique culture of enterprises and gradually generate a sense of cultural identity. Secondly, to carry out the enterprise management method. Students are required to wear tooling according to their majors, do self-management and fingerprint punch to better adapt to the life after entering the post and work, and promote the corresponding improvement of students' thinking and technology. Finally, to carry out the experiential courses properly. Students are guided to carry out gratitude education through experiential courses, find learning motivation and gradually form a good ideological and moral quality. It is also easier to promote students to actively participate in the education activities with mixed ownership of colleges and enterprises. It is also more likely to play the construction effect of secondary colleges.

5. Conclusion

To sum up, the construction of secondary colleges with mixed ownership of colleges and enterprises is of great help to the development of higher vocational colleges and enterprises. According to the current situation of the construction of secondary colleges with mixed ownership in Jiangxi, it has achieved preliminary results, but there is still a certain distance from the ideal state. Therefore, higher vocational colleges in Jiangxi still need to pay more attention to this issue, so as to bring effective influence on the construction with higher quality of secondary colleges with mixed ownership.

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