

Research on Teachers' Sharing Mechanism Based on the Integration of Industry and Education

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Abstract: Deepening the integration of production and education and earnestly promoting school-enterprise cooperation are the basic principles of the current national education reform and human resource development. In order to promote the collaborative education of production and education, and strengthen the construction of a faculty team that integrates production and education, the article based on the investigation and analysis of the school-enterprise cooperation between the school and the enterprise, indicates that the school and the enterprise have a significant willingness to participate in school-enterprise cooperation projects. The difference in the school's enthusiasm for participation is higher than that of the enterprise. The two issues of structure, quality, and level in terms of talent training, supply side, and industry demand side still exist. The integration of production and education teachers needs a comprehensive and systematic policy. Supply needs more detailed and comprehensive incentives and management guarantees.

1. Introduction

With the continuous development of society and economy, the continuous innovation of science and technology, and the continuous adjustment of the industrial structure, new industries and new positions continue to be created, and the levels and specifications of social demand for talents are constantly changing, showing a multi-level and diverse Trend. In the face of these new situations, taking the road of school-enterprise cooperation and cultivating application-oriented talents that meet the needs of social and economic development have become the only way for the current higher education reform. At the same time, in order to implement the spirit of the 19th CPC National Congress, deepen the integration of production and education, and comprehensively improve the quality of human resources, the General Office of the State Council "Several Opinions on Deepening the Integration of Production and Education" (Guobanfa [2017] No. 95) pointed out: the receptor system Various factors, such as mechanisms, cannot fully adapt to the structure, quality, and level of the supply side and the industry demand side of talent training. The "two skins" problem still exists. Therefore, to promote the reform of the production-education-integrated personnel training, it is necessary to promote the collaborative education of production-education and strengthen the construction of the faculty of integration of production-education. Support enterprise technical and management talents to teach in schools, and encourage qualified places to explore special job plans for industrial teachers (mentors). Explore teachers' qualification standards and professional and technical positions (professional titles) evaluation and employment methods that meet the characteristics of vocational education and applied universities. Vocational schools and colleges are allowed to independently hire part-time teachers and determine part-time remuneration in accordance with laws and regulations. Promote the cooperation between vocational schools, applied undergraduate colleges and large and medium-sized enterprises to build a "double teacher" teacher training and training base. Improve the practice vacation system for teachers in vocational schools and institutions of higher learning, and support serving teachers to practice regularly in enterprises. It can be seen that deepening the integration of production and education, and promoting the organic connection of the education chain, the talent chain with the industrial chain, and the innovation chain are urgent requirements for the current structural reform of the supply side of human resources. Under the new situation, comprehensively improve the quality of education, expand employment and entrepreneurship, and promote Economic transformation and

upgrading and fostering new kinetic energy for economic development are of great significance. 1

2. Second, the Current Situation of the Demand for the Construction of the Integration of Production and Education Teachers

“Integration of production and education” is based on school-enterprise cooperation, and through the docking of school education and teaching processes with the production process of enterprises, it is the integration of education and teaching, production labor, quality development, skills improvement, technology research and development, business management and social services. The act or process of oneness. 2 The integration of production and education is a process of two-way interaction and integration between schools and enterprises, and is an advanced stage of school-enterprise cooperation. To deepen the integration of production and education, the quality of school-enterprise cooperation is the key, but at present there are still many school-enterprise cooperation projects that are in the form, and the sharing of teachers stops at the surface, which has not really played its due role in teaching and work.

“Schools are hot, companies are cold”, and enterprises are not enthusiastic about participating in running schools. Based on the results of 123 valid questionnaire surveys on the school-enterprise cooperation needs of Chongqing's applied undergraduate professional hotel management majors, it can be found that the school is usually the active party. In order to study the willingness of the school and enterprise in the cooperation, cross-analysis is conducted. It shows that there is a significant difference in willingness to cooperate between the school and the enterprise ($P = 0.009$). all of the 35 respondents from the school are willing to participate in the school-enterprise cooperation project, while 15 of the 88 samples from the enterprise said they would not. The willingness to participate in school-enterprise cooperation projects accounted for 17% of the enterprise sample.

Table 1 Cross-Analysis of the Willingness of Enterprises and Schools to Participate in School-Enterprise Cooperation

		Are you willing to participate in school-enterprise cooperation projects?		TTL
		Y	No	
Cls	enterprise	73	15	88
	School	35	0	35
TTL		108	123	
		15		
Chi-square value		6.795	p	0.009

Lack of a comprehensive and systematic policy supply and management guarantee to promote the integration of production and education. The school-enterprise cooperation needs survey will cross-analyze two factors: “whether there is a school-enterprise cooperation project” and “is there any preparation for the relevant regulations and special departments for school-enterprise cooperation?” Here, 39 respondents still stated that there were no special departments and relevant regulations, accounting for 35% of the sample of school-enterprise cooperation.

Table 2 Cross-Analysis of School-Enterprise Cooperation

		Does your organization currently have relevant regulations and special departments for school-enterprise cooperation?		TTL
		Yes	No	
Does your school have a school-enterprise cooperation program?	Y	72	39	111
	NO	1	11	12
TTL		73	50	123
Chi-square value		14.345	p	0.000

Insufficient incentives and guarantee services were not in place, and there was a significant demand for shared incentives for the integration of production and education teachers. The survey

and analysis will perform independent sample T test analysis on data from different sources of schools and enterprises. According to the data in table X, there is a significant difference in performance evaluation between the school and the enterprise ($t = 2.5$, $p = 0.011$). The degree of emphasis on performance appraisal is much higher than that of schools, and the difference between the degree of emphasis on incentive systems and salary management between schools and enterprises is small. In terms of the overall average, the average value of the incentive system is higher than the performance evaluation and salary management, indicating that both the school and the enterprise attach more importance to the incentive system, and believe that the improvement of the incentive system is the key to the long-term stable operation of the school-enterprise cooperation.

Table 3 Enterprise and School View Management

	Cls	N	Average	Standard deviation	t	p
Performance	enterprise	88	4.10	0.49	2.5	0.011
	School	35	3.83	0.56		
excitation	enterprise	88	4.27	0.60	0.17	0.861
	School	35	4.25	0.52		
Pay	enterprise	88	4.20	0.63	0.594	0.554
	School	35	4.12	0.57		

3. Exploring the Construction of Industry-Teaching Integration Teacher Sharing Mechanism

Give play to the role of coordination and coordination among government departments, and establish an organizational guarantee mechanism. The State Council's "Several Opinions on Deepening the Integration of Production and Education" clarified for the first time the system framework of deepening the integration of production and education of the government, enterprises, social organizations and industries. Many policies have been proposed to encourage and support enterprises to participate in vocational colleges. However, most of these policies are not implemented independently by any department. The government, enterprises and schools should set up specialized functional departments or division of functions to manage and share teachers. First, the three parties of government, school, and enterprise must clarify the functional departments of mutual employment and management of personnel, and their responsibilities. The second is that the school establishes a team of teachers mainly composed of school teachers and the participation of enterprise personnel to establish a personnel access mechanism; the third is that the company establishes a post-employment teaching team and a professional research team mainly composed of enterprise managers and front-line operators, with school personnel participating , The team members are relatively fixed, the tasks are clear, the division of labor and cooperation, the school continuously selects outstanding teaching staff to work in the company each year, while implementing the necessary job rotation mechanism.

Emphasize the important role of enterprises and establish a mechanism for promoting the integration of production and education. The actual implementation of school-enterprise cooperation can be judged based on the "enterprise participation in cooperative projects", not only in the cooperative development of courses, the construction of on-campus training bases, the construction of off-campus training bases, the admission of college teachers to corporate practice, In terms of cooperation projects such as providing part-time teachers and cooperating to evaluate the quality of student training, the types of projects and how many projects the enterprise has participated in depends on whether the enterprise participation is deep or shallow. 3 Therefore, in the school-enterprise cooperation system, promote the supply-side reform of enterprise-oriented education and teaching, give play to the important role of enterprises, and implement the reform of "lead enterprises into education" and "lead enterprises into research", that is, attract outstanding talents to participate in college talents The training process encourages enterprises to participate in running schools in various forms, supports the integration of enterprise demand into talent training, and shifts from the "supply-demand" one-way chain of talents to the "supply-demand-supply"

closed-loop feedback to promote the full range of enterprise demand-side and education-supply-side elements. Orientation fusion.

Establish a school-enterprise cooperation resource sharing platform, and build a cooperative mechanism. First, through the establishment of cooperation platforms, such as: school-enterprise practice bases, training bases, vocational qualification assessment bases and other in-depth integration, resource sharing, optimization of school running models, and create a win-win situation between schools and enterprises. Second, relying on project management, create a school-enterprise cooperation project library. Through cooperation and co-construction projects, such as: Guan Peisheng project, entrepreneurship project, practical teaching and scientific research project, etc., the school-enterprise cooperation has been stopped on the surface for a long time. The third is to build a school-enterprise mutual sharing of teacher and expert resource pool, and build a dual teaching teacher team. Incorporate cultural quality education and professional comprehensive quality education throughout the entire process of talent training, so that students have good social adaptability and professional activity ability. The fourth is the development of school-enterprise cooperation application courses, quoting vocational skills standards and industry standards into the curriculum, so that both schools and enterprises can truly cooperate in curriculum development and design, and deepen teaching reform. At the same time, we attach importance to the role of industry organizations and social organizations in building a collaborative system, rely on the coordination of industry associations, intermediary organizations, and service-oriented enterprises to build an “Internet +” information service platform and resolve the information asymmetry in school-enterprise cooperation.

Improve the cooperation platform management system and establish a cooperation constraint mechanism. Formulate management systems such as “Administrative Measures for School-Enterprise Cooperation” and “School-Enterprise Cooperation Agreement”, and sign cooperation agreements. Both schools and enterprises learn from each other. Schools infiltrate the learning of modern enterprise systems in their educational content, and refer to enterprise project management systems, follow project operation processes, and formulate and implement project management, assessment, and reward systems. Cultivate students' awareness of rules, present their future career requirements in multiple forms, and prepare students for career development. At the same time, enterprises also refer to the school's teaching management system and formulate and implement teaching management, assessment and reward systems in accordance with teaching plans. The integration of production and education is to integrate the basic requirements of an excellent enterprise system into school education and students' daily lives, and integrate the advantages of school teaching management into enterprise training and assessment. This is the true integration and development.

Establish a performance evaluation mechanism based on incentives and supplemented by controls. To build an employee incentive mechanism, we must establish a “people-oriented” incentive mechanism and fully understand the needs of employees. When formulating the incentive mechanism, we must take into account the differences between different subjects of schools and enterprises. The first is the assessment of work objectives. The original unit shall use the assessment results of the other unit as the basis for the annual assessment, promotion and reward of dispatched personnel. The second is a special fund set up by both the school and the enterprise to reward performance and contribute outstanding personnel. The third is to establish a school-enterprise system of hiring and dispatching professional and technical personnel to evaluate and employ “dual teacher” teachers. Issue letters of appointment and provide special funding for project operations for part-time teachers and hired staff. It is supervised by the School-Enterprise Cooperation Center of the College and is used to guarantee the expenses of part-time teachers' teaching, scientific research projects, teaching and other expenses. The fourth is to encourage full-time teachers of the college to concurrently serve as the backbone of corporate technology, to carry out project cooperation and curriculum development with enterprises, and to keep salary, bonus and title evaluations during the enterprise training period. Reward, provide necessary working conditions, domestic and foreign training opportunities, and create conditions for promotion of technical positions. Make part-time

teachers have status, honor, and benefits.

Strengthen emotional exchanges and improve logistics support mechanisms. Under the unified coordination of school-enterprise cooperation, the two sides actively provide convenient conditions within their capabilities for cooperation. The first is to cultivate the dual professional sentiment of hiring and sending personnel. For example, through training, education and teaching activities, and communication with students, cultivate corporate personnel's love for teaching and student's educational emotions; through training, corporate work practices, and communication with corporate employees, cultivate school personnel to love the company and employees emotion. The second is to establish a sense of belonging to each other. Such as hiring and dispatching personnel to a team, under the control of a department, often soliciting their work opinions and suggestions; attending major festival group visits; sending out sympathy to hospitalized patients who are sick, etc. The third is to enhance emotional communication. Through various types of exchanges, seminars, sororities, cultural and sports activities, visits and other forms, strengthen communication between personnel, increase mutual understanding and enhance mutual feelings. In this way, the school-enterprise mutual employment and exchange of personnel establish a stronger relationship with the school-enterprise from the deeper spiritual level of emotion, and stimulate the spiritual strength of school-enterprise cooperation, and promote the further development of the school-enterprise.

The smooth progress of teacher-industry integration requires the establishment of a long-term management mechanism to ensure school-enterprise cooperation, mutual employment and mutual dispatch, mutual support, mutual penetration, two-way intervention, and complementary advantages to create a close and stable, deep integration, and a win-win team for school and enterprise Operation mode to jointly cultivate talents needed by society and the market.

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Project name (level): Chongqing's key education reform project: "Research and Practice on the Construction of Mutual Employment and Mutual Dispatching Mechanism between University Teachers and Industry Experts", Project Number: 152020.

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