

Research on the Training Model of Integrative Industry and Education Talents for Business Majors under the Background of Double-Creative Education

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Abstract: Following the slogan of “mass entrepreneurship, mass innovation”, facing the rapid economic development, the quality and ability requirements of college students are constantly reformed and improved, and their innovative and entrepreneurial abilities should also be trained in accordance with the development of the times. According to the requirements of the Ministry of Education, the integration of industry and education and the cooperation between schools and enterprises are to meet the needs of the economy and society for high-quality workers and skilled personnel. Therefore, it is the primary task of education reform under the background of double-innovation education to pay attention to the cultivation of talents in colleges and universities and to strengthen the research of school-enterprise cooperation and innovation. On the basis of questionnaire survey and discussion, this paper analyses the problems existing in the cultivation of Industry-Education integration talents in business specialty under the background of double-innovation education, and puts forward relevant suggestions.

1. Introduction

In September 2014, Premier Li Keqiang publicly issued the slogan “Mass Entrepreneurship, Mass Innovation” for the first time at the Summer Davos Forum. With the full development of market economy environment, the economy of all regions in China is developing rapidly, and the quality and ability requirements of college students are constantly being reformed and improved. How to cultivate the pioneering and innovative ability of this young and energetic group, make them devote themselves to the wave of pioneering and innovative while leaving the university, and inject more vitality into the economic development of our country, is the focus of attention of modern colleges and universities. We should not only train students to master solid professional theoretical knowledge, but also cultivate their innovative and entrepreneurial abilities in accordance with the development of the times, so as to promote them to realize their self-value in the process of entrepreneurship and employment by utilizing their own knowledge and creative abilities after they leave colleges and universities and enter the society.

Under the current situation of China's economic, social and educational development, the Nineteenth National Congress of the Communist Party of China clearly put forward the strategic decision of “deepening the integration of industry and education, school-enterprise cooperation”. According to the requirements of the Ministry of Education, the integration of industry and education and the cooperation between schools and enterprises are to meet the needs of the economy and Society for high-quality workers and skilled personnel. Therefore, it is the primary task of education reform under the background of double-innovation education to pay attention to the cultivation of talents in Colleges and universities and to strengthen the research of school-enterprise cooperation and innovation.

2. The Current Situation of Integrative Personnel Training of School-Enterprise – Industry - Education under the Background of Double - Creative Education

2.1 Sample Selection of Current Situation Survey

To investigate the current situation of the training mode of integration of industry and education in universities, a questionnaire survey is adopted. Considering the validity and delay of the questionnaire collection, the main research objectives of Xi'an Translation College and Xijing University are selected in this survey. The students, teachers and managers of the business school are investigated. The survey is mainly conducted in the form of a combination of questionnaire and interview. The subjects of interviews and discussions are mainly from professional teachers, college leaders and a few students who participate in the construction and management of the integration platform of production and education.

2.2 Questionnaire Design and Implementation

Firstly, in the process of compiling the questionnaire, based on a large number of documents and materials, it summarizes the first dimension indicators, and then through further literature review, it combines expert opinions and suggestions from university teachers to improve the second dimension and the third dimension. The three dimensions are: the degree of combination of double-innovation education, the degree of matching teachers, the degree of knowledge of integration of school-enterprise-property-education, and finally forms the final questionnaire.

Secondly, the questionnaire includes paper questionnaires and electronic questionnaires. A total of 320 questionnaires were distributed, of which 51 were discarded and 269 were valid, accounting for 84.06% of the total number of questionnaires. Questionnaires involved in the use of five-level scale for measurement, that is, very consistent, consistent, uncertain, inconsistent, very inconsistent, after reliability and validity test, the questionnaire structure and validity are good.

2.3 Problems Existing in the Implementation of the Integration of Industry and Education Talents Training Model under the Background of Double Creative Education

First, the level of integration of industry and education is not deep enough and there are many bottlenecks.

In the course of investigation and interview, it is found that most of the professional talent training models are completed through order classes. Most of the cooperative enterprises are the active contacts between the Enrollment Office or the practice department of the educational administration department, or through the introduction of friends around teachers, jointly formulating talent training programs and developing order class training models. Most of these enterprises are in urgent need, with a large number of demands and catch up to a certain extent. What we need is “cheap labor”. In order to attract students to come and report to the school, the school considers the brand of the enterprise, but it does not give much consideration to how to train the talents of the enterprise. The integration of industry and education and the deep-seated problems of school-enterprise cooperation are becoming more and more prominent, and the government has less intervention in the cooperation between colleges and enterprises.

Secondly, the concept of double-innovation education is not prominent enough.

At present, in the school-enterprise cooperation and the integration of industry and education, the concept of double-creation education lags behind, and the concept of double-creation education is not instilled enough. Especially in the business major, the model of double-creation education is single and there are many imitations for each other, which results in the dislocation of talent training mode and social demand, and can not meet the needs of the society and enterprises, and the professional education and double-creation education are not very good. Although some specialties have created a dual-innovation education system with curriculum system reform as the core, they do not reflect the regional, disciplinary and professional characteristics in the curriculum reform, and can not adapt to the market demand very well.

Thirdly, there are not many courses docking with enterprises, and practical courses are mere

formalities.

The higher repetition rate of business majors leads to the higher degree of talent singularization , which is reflected in the saturation of the labor market and the lower number of students demanding their majors in the process of job hunting. In interviews with teachers from surveying institutions, we learned that some majors do not offer courses in accordance with the requirements of enterprises, but also consider the teaching ability of professional teachers in schools. At present, when colleges and universities vigorously carry out the talent training mode of integration of production and education, and gradually deepen the integration of production and education, many practical teaching tasks only lie in the form not really fulfilled. According to the response of students' questionnaires, the proportion of practical courses offered by business majors is relatively high. However, due to the lack of practical teachers and teachers' consideration of their own professional development, there is a “coping” emotional state in teaching, which is not conducive to the training of students, and the quality of personnel training needs to be improved urgently.

Fourthly, students' learning ability is low and teachers' guidance is insufficient.

This survey mainly focuses on the business major in private colleges. From the statistics of students' questionnaires, it is found that most of the students majoring in business major are liberal arts majors in college entrance examination, and there are more girls, which results in the slow acceptance of practical and flexible courses, the lack of solid theoretical knowledge and learning ability. At the same time, teachers' guidance to students is also inadequate. For example, in many business majors, double-qualified teachers are relatively absent, or although there are double-qualified teachers in accordance with the required proportion, most of them are off-campus tutors, with less academic contacts, it is difficult to effectively guide students in innovation and entrepreneurship. How to train double-qualified teachers in the true sense is the right way. Urgent affairs.

3. Suggestions on Promoting the Integration of Industry and Commerce with Education in the Context of Double-Creative Education

3.1 Publicize the concept of double-creation education and change the concept of Education

For industry and Commerce majors, the long-standing traditional education thought has stifled students' creativity, dared not accept challenges and dared not express their personality. Up to now, it has not been possible to establish a correct concept of innovation and entrepreneurship. We should guide students to think about the connotation of double-creation more in and outside the classroom of colleges and universities, so as to provide students with a broad platform, actively guide students' ideological concepts, and draw lessons from the country. Excellent internal and external experience to guide teaching and educate people.

3.2 Integrating the High Quality Resources of Schools and Enterprises to Serve the Training Model of Local Characteristic Talents

In the process of school-enterprise integration, the most important condition is talent training, which leads to the insufficient depth and degree of school-enterprise integration. The main reason is that the two sides do not make full use of the beneficial resources of all parties. The two sides should integrate all aspects of high-quality resources and export talents with the goal of serving the local characteristics together. Talents are also an important resource for enterprises. Enterprises should incorporate talent cultivation into the development goals of enterprises, not just to seek “cheap labor” temporarily to find people in schools. Business majors in Colleges and universities mainly consider not only the brand influence of enterprises, but also the comprehensive factors such as professional orientation, professional objectives and professional characteristics, giving priority to the common development of enterprises with strong sense of responsibility and social responsibility. When both sides can clearly define their respective work and responsibilities, they can achieve the same goal, truly achieve dual-subject education, jointly serve the local economy, jointly promote students' innovation and entrepreneurship ability in the process of practice, and

jointly train compound talents.

3.3 Optimizing the Course Arrangement and Developing Diversified Courses

In the process of integration of industry and education, the selection and arrangement of courses have a great influence on talent cultivation. Therefore, teachers should be encouraged to participate fully in the curriculum arrangement, and the talent cultivation plan should be formulated by both schools and enterprises. On the basis of fully considering the actual requirements of enterprises, we can agree with enterprises and experts on curriculum formulation and the proportion of all practical courses. We can also consider starting elective courses to encourage students' enthusiasm and initiative in learning. Through the integration of production and education, teachers actively construct online open courses, constantly develop micro-courses and mu-courses, and form a rich information-based teaching resource.

3.4 Improving the Training System of Autocratic Teachers and Promoting the Quality of Talents Training

In the process of deepening the integration of industry and education, the proportion of double-qualified teachers is increasing. In view of the current situation that teachers lack first-line experience, theoretical teachers are regularly trained, and the training methods are as diversified as possible. For example, relying on national training, entering enterprises for on-the-job training, developing in-school training and other training projects, teachers are required to obtain appropriate qualifications. Book or training certificate. Teachers are encouraged to participate in professional skills competitions at provincial and national levels. For teachers to participate in training requirements to form a system document, teachers are required to implement the system. We should take measures such as eliminating or eliminating incentives for teachers who are not active and have tired attitudes, strengthen negative incentives, highlight the leading role of key teachers and excellent teachers, introduce the competitive mechanism of enterprises into the training system, and maximize the construction of double-qualified teams within the specialty.

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