

A Study on the Co-construction Model of School Enterprise Curriculum under the Background of Industry Education Integration

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Abstract: The development of China's economy cannot be separated from the cultivation of technical talents. To accelerate talent cultivation, a new talent cultivation mechanism should be established between vocational colleges and enterprises. Based on the background of school enterprise curriculum co-construction, this article describes the problems in the current process of school enterprise curriculum co-construction from three aspects: teacher teaching level, curriculum innovation level, and policy implementation. Based on these problems, suggestions are proposed to strengthen the level of school teachers, innovate teaching methods, and improve the school enterprise cooperation system, in order to seek new paths for the development of school enterprise curriculum co-construction models.

Keywords: Integration of industry and education; Co-construction of school enterprise courses; Talent cultivation; Construction path

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1. The current situation of school enterprise curriculum co construction under the background of industry education integration

Industrial colleges, as a new form of curriculum co construction between schools and enterprises, originated from developed countries such as the United Kingdom. The earliest record of industrial colleges in China can be traced back to 1988, when scholar Qin Xiaohang wrote in his book "Exploring the Development of Higher Education for Nationalities in Guangxi", stating that "an industrial college should be established according to the needs of local economic development". Subsequently, in 2005, China established the first industrial college to jointly build school enterprise courses, namely the Logistics Industry College and the Automotive Service Chain Industry College located in Zhejiang Province, and received strong support from the government. This college breaks its limitations and builds a bridge between vocational colleges and enterprises, providing a solid foundation for the development of industry education integration.

The integration of industry and education is the best way to promote the optimization of educational resources. Vocational colleges, through close cooperation with enterprises, make students' learning more in line with the needs of the current society, and can also learn more about the current market demand through enterprises, develop teaching plans that are in line with current development, to meet the needs of industrial development. With the rapid development of China's economy, more and more vocational colleges and enterprises are engaging in in-depth cooperation, and have successively launched industry education integration training bases that serve teachers and students, such as SAIC GM Wuling User Contact Center Service Base and O2O E-commerce Training Base. In this process, vocational colleges, as the main body of the school, provide cultural capital support for enterprises and produce corresponding

talents according to the needs of the enterprise. This demand will constantly change with technological changes, providing economic capital support such as practical venues for vocational colleges to train talents. The relationship between the above enterprises and vocational colleges forms a cooperative closed-loop, greatly promoting the high-quality development of school enterprise curriculum co- construction in the context of industry education integration. The specific process is shown in Figure 1.

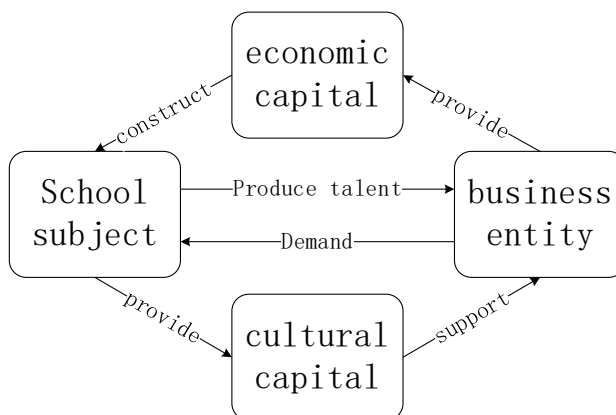


Figure 1 Cooperative closed-loop

2. The Difficulties Encountered in the Co construction of School Enterprise Curriculum under the Background of Industry Education Integration

2.1 Significant differences in teacher level

In recent years, with the continuous growth of enrollment scale in vocational colleges in China, the existing teaching staff of most vocational colleges cannot meet the learning needs of students. To address this issue, vocational colleges have launched large-scale teacher recruitment. Due to a lack of practical teaching experience, newly recruited teachers cannot directly serve as student mentors. In this situation, most senior teachers are tired of rushing between training and teaching, and cannot control time management well, which affects their normal teaching level. At the same time, new teachers also have varying levels of knowledge absorption. The mixture of new and old teachers leads to uneven teaching levels, which leads to a decrease in the recognition of vocational school teachers by enterprises and is not conducive to the co-construction of school enterprise courses.

2.2 Lack of innovation in teaching methods

In the context of the integration of industry and education, the co-construction of school enterprise courses is an epoch-making and innovative new teaching model that requires vocational colleges to reform their existing teaching courses with the development of the times, and then introduce standardized courses that are suitable for the times. However, some vocational education institutions have not realized the shortcomings of their own curriculum development and still use traditional theoretical teaching methods. At the same time, vocational colleges lack professional guidance on curriculum design, and do not fully understand industry development and market demand, resulting in unreasonable curriculum design. In addition, some students and teachers lack a deep understanding of enterprises, and their practical experience is slightly insufficient, which leads to the inability of students to effectively combine theory with practice in their teaching process, resulting in students being unable to meet the talent requirements of enterprises, thereby delaying the progress of school enterprise curriculum co-construction.

2.3 Lack of innovation in teaching methods

The purpose of formulating the curriculum co-construction system is to build a teaching practice platform for students to exercise their practical abilities, requiring vocational colleges and enterprises to truly participate in students' learning. However, during the period of school enterprise cooperation, due to the lack of sound laws and regulations, some vocational colleges and enterprises have formalized their cooperation, and resources cannot be effectively utilized. It cannot be ignored that there is a certain deviation in the understanding of school enterprise cooperation among enterprises, which cannot truly implement the system. As a result, the implementation of industry education integration will encounter many obstacles, such as the inability of enterprises to enjoy relevant resources in vocational colleges, insufficient funding, and many other issues. Moreover, most internship positions are established in vocational colleges far from the market, and the setting and assessment of practical content are managed by the vocational colleges themselves. There is a certain deviation from the actual operation of the positions, which leads to poor practical performance of students and cannot meet the talent needs of enterprises, greatly affecting the implementation of the curriculum

system co-construction system.

3. The Construction Path of School Enterprise Curriculum Co construction under the Background of Industry Education Integration

3.1 Strengthen the level of school teachers

Vocational colleges should establish a reasonable two-way training mechanism for cooperation with enterprises, and clarify the guiding ideology for talent cultivation. On the one hand, the management of vocational colleges should reasonably position the teaching staff on campus, encourage teachers to regularly participate in teaching and training in enterprises, deeply understand the high-tech industry, and continuously improve the comprehensive quality of teachers themselves. On this basis, vocational colleges can invite senior experts or technical experienced staff from the industry to give lectures on campus, or be responsible for teaching and training related courses. On the other hand, both schools and enterprises should regularly hold technical exchanges and other activities to build a platform for in-depth communication between teachers and enterprise staff. With strong communication and other characteristics, the platform continues to promote the combination of campus theory and enterprise professional practice technology, establish a stable talent training cooperation mode, achieve resource complementarity, strengthen the level of campus teachers, and promote the joint construction of school enterprise courses.

3.2 Innovative teaching methods

Traditional teaching methods are no longer suitable for the development of vocational colleges in the context of industry education integration. Vocational colleges should achieve integrated cooperation between industry and academia with enterprises to develop diversified teaching methods that can adapt to the new era. At the same time, vocational colleges should formulate certain incentive policies for the teacher group, provide teachers with certain teaching subsidies, and encourage vocational college teachers to truly participate in the school enterprise reform. On the one hand, teachers can develop more targeted teaching courses and methods based on the needs of enterprises and the different strengths of students. On the other hand, vocational colleges and enterprises should jointly establish specialized laboratories and practice venues. This cooperation method has a huge driving effect on the development of industry technology and talent output, and can expand the scope of cooperation between the two sides, deepen the reform of teaching methods, and lay a solid foundation for the joint construction of school enterprise courses.

3.3 Improve the system of school enterprise cooperation

In the context of the integration of industry and education, the government should strengthen policy supply for the co-construction of school enterprise courses based on local regional economy, let policies drive the implementation of school enterprise course co-construction, deepen the reform and upgrading of related industries, and promote the high-quality development of school enterprise course co construction. In this process, the government should play its leading role by using policies to transfer some profits to relevant cooperation units between schools and enterprises, and matching their benefits with their scale to promote the development and growth of cooperation units between schools and enterprises. At the same time, the government should fully mobilize the development enthusiasm of vocational colleges and enterprises, clearly identify the modules that the three are responsible for in the joint construction of school enterprise courses, collaborate to build a new diversified cooperation mechanism of “enterprise participation, college supervision, and government guidance”, and establish a stable integrated development relationship between industry and education.

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