

# Research on the Path of Collaborative Innovation of Practice Education in Modern Industry College of Private University

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**Abstract:** As an indispensable part of the development of China's higher education, private undergraduate colleges and universities have formalism and convergence in personnel training goals, which seriously restrict the development process of China's higher education. As a new form of the integration of production and education, modern industrial college is an inevitable choice to train applied talents and the only way to improve the reform and innovation of private undergraduate education in our country. This paper introduces some problems in modern industry college, such as unclear course orientation, weak teaching staff, mere form of assumption process and weak innovation ability. Based on these problems, it is necessary to further optimize the course structure system and innovate the course teaching system. To build a team of teachers with high and dual teachers and dual abilities, and realize the collaborative education of two subjects; We will build an integrated education platform for industry, university and research to promote innovation and entrepreneurship.

**Keywords:** Modern Industrial College; Practice education; Private colleges and universities

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## 1. Introduction of Modern Industry College

Since July 2020, the Ministry of Education and the Ministry of Industry and Information promulgated the "Guidelines for the Construction of Modern Industry Colleges (Trial Implementation)" Regulations, all application-oriented private undergraduate universities across the country actively promote the development of modern industry colleges, and strive to explore a highly innovative development model of modern industry colleges suitable for their own development. Under the background of the "Four new Trends", the new connotation of modern industrial college is an industry-education integration consortium of higher education that integrates the functions of technological innovation, social service and talent training with the cooperation of multiple subjects such as universities, government and local leading backbone enterprises, scientific research institutes and industry associations to establish competitive majors (groups)<sup>[1]</sup>.

The orientation of application-oriented private undergraduate colleges is to meet social needs as the guidance, serve the regional industrial chain as the goal, and train college talents who can adapt to front-line jobs. Under the background of "four new" construction of new engineering, new medical science, new agriculture and new liberal arts, all sectors of society pay more attention to the adaptability of talents cultivated by higher education to the level of social and economic development. However, in the current reality of development, the skill level of fresh graduates cultivated by colleges and universities is basically out of line with the needs of society. After students graduate and enter the job, they are still not fully competent for the job even after pre-job training and training such as bringing the old to the new. The purpose of application-oriented undergraduate colleges and universities puts more emphasis on improving students' practical ability and providing students with an education that is more adaptable to society. Therefore, how to solve the mismatch between the supply side of higher education and the demand side of industry has become an urgent problem between applied colleges and social enterprises. The development of modern industrial college has become a good medicine to deepen the integration of production and education, and an important platform to promote the multi-party cooperative education of "school-government-enterprise association". The construction of modern industry college can promote the effective interaction between applied

universities and industrial enterprises.

## **2. Problems existing in practice education of modern industry colleges in private undergraduate colleges**

### **2.1 The course orientation of modern industry college is not clear**

An important starting point for application-oriented private colleges to break the barriers between the supply side and the demand side is the course construction that ADAPTS to the social demand. The construction of modern industry college attempts to transform enterprise training courses into college courses, give full play to the role of enterprises, so that enterprises can deeply participate in the compilation of textbooks, practical experiment courses and personnel training plans in many fields of college curriculum construction. In actual operation and practice, there are many restrictive factors in the cooperation between universities and enterprises. The specific problems are as follows: First, the quality of talent training is not high. Talent training program is the main theoretical basis for modern industrial college to carry out daily teaching and cultivate talents, so it is extremely important to innovate talent training program according to social needs. In terms of curriculum setting, the school is responsible for teaching basic courses, and the enterprise is responsible for practical courses, in order to achieve the common improvement of theoretical knowledge and practical operation ability. However, due to the lack of innovation in the existing talent training program, the lack of communication between the school and the enterprise, and their relatively independent teaching, the integration of the industrial chain and the education chain is not deep. Coupled with the lack of corresponding supervision and incentive mechanism in the current program, the enthusiasm of students and teachers is weak, the teaching quality is difficult to guarantee, and the goal of talent training is difficult to achieve. Second, practical teaching ability is an important factor to measure the education quality of modern industry college. However, the current teaching form of modern industry college still adopts traditional knowledge transfer, classroom discussion, site visit, etc. Students' practice forms are too simple, and the construction of practice base is a mere formality, which cannot give full play to the actual role. As a result, the practice base becomes a flashy "vase" in the construction of modern industrial college<sup>[2]</sup>.

### **2.2 The faculty of modern industrial College is weak and lacks teamwork**

The construction of modern industry colleges in application-oriented private colleges is in its initial stage, and the shortage of "double-qualified and dual-capable" teachers is one of the key problems. Judging from the overall situation of the construction and development of modern industrial colleges at present, there are many problems in creating a "double-qualified and dual-capable" teacher team in application-oriented colleges and universities, such as imperfect teacher management system, unstable teacher team, and unscientific teacher management. The lack of timeliness in the construction of practical positions in teacher enterprises, the lack of systematic teaching, guidance, service and teaching by school-enterprise tutors, etc. These problems have a great limiting effect on the talent training, research project development, innovation and entrepreneurship practice of applied colleges and universities. At the same time, there is a lack of team cooperation carrier for application-oriented college teachers and practical enterprises to jointly build practical education service platform, and the cooperative enterprises are in the construction of industrial college brand group and teacher professional community

## **3. Research on practical education path of modern industry college of applied private colleges**

### **3.1 Optimize the curriculum structure system and innovate the curriculum teaching system**

Perfect curriculum system is the key link of talent training in modern industrial college. Applied colleges and practice units join hands to build modern industrial College, with the purpose of deeply integrating talent training mode, accurately connecting production and education, and promoting the training of applied talents. The setting of main courses is determined by the level of social and economic development. First of all, we should pay attention to the connection of professional course content with the needs of actual vocational ability, match the curriculum with practice, and cultivate composite applied talents with professional quality, basic vocational business ability and professional skills. Secondly, we should pay attention to promoting the innovation of school-enterprise cooperation courses, improve the course evaluation system, connect the current situation of enterprises and job needs, change the traditional evaluation mode, encourage students to participate in school-enterprise cooperation projects with project-based teaching, promote the integration of school-enterprise talent training modes, and promote the integration of the curriculum system of modern industrial colleges with market demand<sup>[3]</sup>.

### **3.2 To build a team of teachers with high and dual ability, and realize the collaborative education of two subjects**

The development of modern industrial college cannot be separated from the support of the “double-skilled and double-capable” teacher team, so we must pay attention to the management and training of school tutors and enterprise tutors. It mainly starts from the following two aspects: On the one hand, it should take into account the dual needs of enterprises and schools, improve the management system of college teachers, and take into account the development needs of application-oriented colleges and universities and the development needs of practical enterprises, orderly guide school tutors to carry out training practices in enterprises, get familiar with and master cutting-edge theories and technologies, and give full play to the resource advantages of college teachers and enterprise tutors; On the other hand, we should build a “dual-professional and dual-ability” teacher training platform and establish a mechanism for school-enterprise personnel exchange. The modern industrial college of application-oriented colleges and universities contains practical teaching bases and practical research and development centers, which provide platforms for the temporary posts and practical training of college teachers. Both enterprises and colleges and universities can take advantage of the advantages of the platforms to carry out teacher management and training, strengthen the communication and learning between teachers and enterprise talents, and improve the training effectiveness of application-oriented talents.

### **3.3 Build an integrated education platform for production, learning and research to promote innovation and entrepreneurship in collaboration**

Building an integrated education base is the key to ensure that modern industrial College cultivates application-oriented talents. At present, the construction of modern industrial college is a mere form and the practical teaching effect is not good. Applied colleges should actively explore the innovation of personnel training mode, pay attention to the transformation of scientific research results, and improve the practical teaching ability of modern industrial college.

With the acceleration of the process of school-enterprise cooperation in China and the deep integration of education chain and industrial chain, in this big environment, modern industrial college, as a new form of integration of production and education, has become the only way to promote application-oriented colleges and universities in China to improve the quality of running a school, cultivate application-oriented talents, and promote local economic and social development. At present, the construction of modern industrial colleges in private undergraduate colleges is still in the exploratory stage, and there are still many specific problems, so it is necessary to constantly find a new way to build modern industrial colleges in applied colleges.

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