

# Discussion on Deepening the Integration of Industry and Education and the Reform of School-enterprise Cooperation in Vocational Education

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**Abstract:** To develop vocational education, deepen the reform of talent training mode of integration of industry and education and promote the effective connection of knowledge chain, talent chain, innovation chain and industrial chain is an important grasp to further enhance the comprehensive strength under the background of the new era of the country. At present, in the structure, quality and level, the talent training of vocational colleges still can not fully meet the requirements of supply-side and industrial transformation and upgrading; It is an urgent task to take the general direction of vocational education reform, to improve the level of talents training and social service.

**Keywords:** Integration of Industry and Education; School-Enterprise Cooperation; Social Service; School-running Mechanism

Cooperation between schools and enterprises is a cooperative mode of training talents for enterprises (industries) together, which is aimed at serving each other, and is on the basis of mutual participation and deep integration, This is a "win-win" model that pays attention to the quality of talent training, the accumulation of practical experience and the sharing of resources between schools and enterprises. To achieve good cooperation between schools and enterprises, on the one hand, to stimulate the initiative and consciousness of enterprise participation; on the other hand, to reform the school system mechanism, the key lies in the formation of a good interactive model of deep integration of industry and education.

## 1. The main problems in the integration of industry and education and cooperation between schools and enterprises

### 1.1 Cooperation between schools and enterprises, the surface and the heart are inconsistent

In recent years, in order to solve the general contradiction between talent training specifications and talent demand, the vocational education circles strongly call for the establishment of a talent training model with integration of industry and education and cooperation between schools and enterprises. But for many years, the quality and level of the integration of industry and education and the cooperation between schools and enterprises are not high, and the distance to the deep integration of industry and education is still very far away. Both schools and enterprises have cognitive dislocation. Part of the school is only to meet the requirements of the evaluation criteria, stay on a paper cooperation agreement, not substantive cooperation; Another part of the school is limited to the school-enterprise cooperation on the job practice, but also lack of follow-up guidance on student practice, the lack of listening to the voice of the enterprise makes this cooperation difficult to stabilize for a long time. However, as an enterprise to maximize economic benefits is not to blame, the loss of enthusiasm and responsibility for the training of talents in the industry leads to the difficulty of further development of cooperation between schools and enterprises. As for the government in the system design level should give the enterprise to participate in the school enterprise cooperation bigger impetus and protects the enterprise, guard against the risk is another level question.

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doi: 10.18686/ahe.v4i5.2268

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## **1.2 The social service capacity of schools is seriously degraded, and cooperation between schools and enterprises lacks capital**

High-quality cooperation between schools and enterprises needs to make "seamless connection" between the resources of both schools and enterprises, which is accomplished through lasting, cooperative, sharing and interactive cooperation between schools and enterprises. Since entering the 21st century, the comparison of technical strength between schools and enterprises has been irreversibly reversed. The technical support ability of vocational colleges to enterprises in the cooperation between schools and enterprises is declining, especially in the core fields of enterprise product research and development and technical inquiry, and the teachers of higher vocational colleges are far behind the technicians of large enterprises. On the contrary, the resources of enterprises in the field, equipment, technology, talent and other fields are scarce in the training of school talents. The enthusiasm of the school in the cooperation between school and enterprise is very high, while the enterprise is relatively indifferent, because the input of the enterprise to the school and the output of the school to the enterprise can not match.

## **1.3 The government has not played a major guiding role**

The integration of industry and education and the cooperation between schools and enterprises are not only related to the respective interests of schools and enterprises, but also closely related to the interests of the government. The legal provisions and policy measures to support the development of vocational education have not yet landed, resulting in government departments at all levels, although they actively promote the integration of industry and education and cooperation between schools and enterprises, but due to the relevant supervision, evaluation and promotion of integration of industry and education, the mechanism of cooperation between schools and enterprises is difficult to establish. The lag of policy and rule level objectively hinders the substantive development of deep integration of industry and education. On the other hand, vocational education involves all aspects of social and economic life, the guidance and management system of vocational education has not been completely straightened out, and the cognition of the law of vocational education within the administrative department of education also has a continuous and deep process.

# **2. The strategy of deepening the integration of industry and education and the reform of school-enterprise cooperation mechanism in higher vocational colleges**

## **2.1 Promoting the implementation of government's policies and systems to support the development of vocational education**

In recent years, the policy documents to support the high-quality development of vocational education, represented by 20 articles of the state vocational education, have been issued one after another, and the national level has paid unprecedented attention to vocational education. At the executive level, however, there is considerable resistance to reform due to the complexity of the social areas involved in vocational education and the diverse demands of relevant stakeholders. Therefore, the education front, especially the personnel directly engaged in vocational education, should make a wide voice in all channels, vigorously publicize vocational education, and promote the government to support the development of vocational education policies and systems to land as soon as possible. Vocational colleges and universities should do a good job of joint research on cooperation between schools and enterprises, form a high-quality research report, and provide reference for the government to formulate operational implementation rules; It is necessary to take the development plan of the 14th Five-Year Plan as an opportunity to accurately connect the development trend of vocational education reform and the development plan of and local industry development plan, and win the strong support of the local government for the development of higher vocational colleges.

## **2.2 Reform and opening up, asking for resources from the market**

China's vocational education is developed with the process of reform and opening up. Vocational education is bound to end with the end of industrial learning. Only seeking truth from facts and institutional innovation can promote the development of vocational education. In fact, the basic reason that the experience of advanced western vocational education countries can not fully adapt to the national conditions of our country is the difference of social system. Vocational education is essentially a type of education that directly serves the industrial economy. In the current educational system, it is difficult to see that this "freak" is mostly because vocational education is not examined in the background of socialist market economy. The introduction of some market components in vocational education does not change its educational essence. On the contrary, it is only through reform and opening up that the economic elements flow moderately in the two systems of vocational education and industrial economy that the real integration of production and education can be realized.

Of course, this process will not happen overnight. But avoiding the market elements in vocational education, cutting off the

small tail of all school-run industries is just contrary to the development spirit of high-level vocational education, such vocational education will eventually lose the power of development, completely reduced to a financial burden.

### **2.3 Building the strong capacity of social service**

The ability of social service should be the important index that vocational colleges distinguish from ordinary colleges, but it is neglected and marginalized for a long time. The ability of social service is not only the basis of education and teaching, but also the direction of scientific and technological innovation. The ability of social service should be an absolute index to measure the level of running a vocational college. At present, the original technical talents in vocational colleges are constantly losing, the equipment is aging, and the social service ability is weakening, which in turn further intensifies the loss of technical talents.

The key vocational colleges should re-establish the strong social service capacity as the top priority in the development of vocational colleges; Develop the plan of social service capacity's enhancement, take the social service capacity building as the grasp lets the real project enter the school, the project enters the classroom; Aiming at leading the frontier areas of industrial transformation and upgrading, we should continuously increase talents and technology investment, and build technological innovation heights; Reform the distribution system, establish incentive mechanism, and allow technical personnel to legally earn according to their work; To encourage the establishment of high-tech business entities in accordance with the law and to create the necessary platforms for social services and scientific and technological innovation.

### **2.4 Reform of institutional mechanisms, realize the modernization of the management ability of vocational colleges**

The fundamental task of vocational colleges is to train high-end industrial talents and serve economic development. At present, all kinds of vocational colleges generally face the double pressure of internal system, mechanism rigidity and external vicious student source competition. It is a long way to go to reform the institutional mechanism and realize the modernization of the management ability of vocational colleges. We should adhere to the socialist direction of running a school, build a strong ideological line of defense, and be unambiguous in the question of who trains people; We should deeply grasp the development direction of vocational education, insist on seeking truth from facts and reform and opening up, and dare to march into the deep water area of integration of industry and education; It is necessary to work hard, always put the construction of professional talent team in the first place, and strive to form a new technological highland in the field of industry; It is necessary to correctly handle the relationship between education and teaching, scientific research and social services, ask the market for resources,ask the reform for efficiency, and strive to realize the modernization of the governance ability of vocational colleges and universities.

## **3. Conclusion**

High-level integration of industry and education, cooperation between schools and enterprises is the only way for the backbone colleges to achieve high-quality development. The so-called system obstacle of public welfare attribute of public institution does not exist in fact, most cases are the excuse of self-styled and insufficient ability. Only by actively adapting to the management mode of integration of production and education in modern vocational education, focusing on teaching and scientific research and social services at the same time, leading teaching and scientific research with high level of social services, can vocational education be truly an independent type of education.

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