

Research on the Industry-education Integration Model in Private Colleges and Universities in the Guangdong-Hong Kong-Macao Greater Bay Area——Take the Training of English Professionals in GDUFS South China Business College as an Example

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Abstract: Based on the background of the integration of industry and education and the teaching practice of applied undergraduate colleges in collaborative education, this article discusses the effects achieved by GDUFS South China Business College (SCBC) under the integration of industry and education and the teaching problems solved. Continuous efforts have been made in optimizing the professional structure, accelerating the construction of new liberal arts, and serving the development of the Guangdong-Hong Kong-Macao Greater Bay Area to help students grow into professionals in many ways.

Keywords: Guangdong-Hong Kong-Macao Greater Bay Area Private Colleges and Universities; Integration of Industry and Finance; Collaborative Education

1. Introduction

With the rapid development of China's economy and society, there is an increasingly strong demand for high-quality applied professionals. As a new direction to achieve the goal of education in private colleges and universities, the integration of industry and education is an important feature, shortening the career adaptation period, and promoting the development of disciplines and the construction of an application-oriented training system.

SCBC is a private undergraduate independent college. Most of its graduates work in the Pearl River Delta. It has a unique local advantage and can better understand and serve the needs of the Greater Bay Area. In line with the development background of the times, the School of English Language and Culture (SELC) has innovated the training model, established the training concept, set up a practice platform, strengthened school-enterprise cooperation, integrated industry and education, and constructed an application-oriented training system.

2. Application and practice of the “industry-education integration” model

2.1 Clarify the concept and goal of cultivating applied professionals

The industry-education integration is an innovative practice of training methods. SELC focuses on the school goal of cultivating high-quality and skilled personnel, and has determined the skills to consolidate the foundation of English and Chinese language and culture, and strengthen the ability of English and Chinese to use.

Develop the training concept of discipline-integration, expand the way of quality training mode, deepen the industry-education integration, and focus on cultivating applied English professionals practical ability and adaptability to a wide range of industries. Guided by the needs of the Bay Area, with practical empowerment as a means, the school-enterprise collaborative education has gradually formed the characteristics of education and continuously cultivated practical English professionals.

2.2 Strengthen the connotation construction of disciplines

Promote the integration of several majors in English disciplines through curriculum design and practical teaching, and integrate ideological and political elements into teaching to give full play to the practicability, intersectionality and comprehensiveness of the discipline. In addition, SELC of our school also strengthens the construction of the teaching staff, formulates effective reform plans for the teaching mode, optimizes the training team, strengthens the professional skills and practical teaching capabilities of teachers, and focuses on the teaching and research teams. To improve the quality of teaching through research and promotion, eliminate knowledge-based, teacher-based, and classroom limitations, strengthen practical links, break through the field of learning from a limited field to an infinite field, and upgrade the training goal from knowledge transfer to quality training, and cultivate compound, innovative technical professionals.

2.3 Building an application-oriented training system

Implement the new liberal arts construction deployment, promote in-depth integration and cross-integration, and refine the training model of “consolidating the foundation, promoting integration, emphasizing practice, and strengthening quality”, innovating training programs, implementing “English +”, and increasing cross-integration and integration intensive efforts, especially the integration of modern information technology and foreign economic and trade elements. According to different professional characteristics, more IT courses are offered. In addition, such as courses “Legal Translation”, “Applied Translation”, “Business Translation”, “International Conference Interpretation”, “Simultaneous Interpretation”, “Practical E-commerce”, etc., are offered.

2.4 Strengthen the two-way exchanges between schools and enterprises

Internship bases, school-enterprise cooperation, teachers with enterprise experiences, teachers from enterprise personnel, and innovation and entrepreneurship education are encourage. Business leaders are invited to our school to guide practical teaching.

2.5 Innovative training methods

Integrate curriculum education, activity education, practice education, and cultural education into daily education to promote the overall development of students, and carry out the principle of “promoting learning by competition, training by competition, and teaching by competition” Various activities, among which “Speak English, Learn English, Use English Anytime, Anywhere” have become a brand of extracurricular practice, including morning reading, English corner, English ideological and political lectures and various language competitions. During the teaching practice weeks, students are organized to participate in practical activities such as Alibaba international station operation, online shop, English advertising/English news/English micro-class/English anti-epidemic publicity, and online English debate.

3. Suggestions and countermeasures for further improving the “industry-education integration” model

3.1 Deepen school-enterprise cooperation

Strengthening student practice is the key to the industry-education integration and collaborative education. Schools should investigate market’s needs through alumni associations, employers and other methods, formulate skill-based market’s needs, professional setting standards, and training goal mechanisms that adapt to social progress and industry development, and cultivate students’ practical ability according to needs. In the process of school-enterprise cooperation, the school should improve the demand-oriented training model, actively carry out the work of professional teachers to practice and exercise on the front line of the enterprise, and deepen the reform of “introducing enterprises into education”, and encourage enterprise technical personnel to implement practical education in schools. Students are encouraged to learn some professional and

practical knowledge that is not involved in school classrooms but is urgently needed in enterprise production. It is also necessary to avoid problems such as imperfect policies and regulations, imperfect incentive policies, and service systems in school-enterprise cooperation. It is important to formulate corresponding incentive policies and regulatory mechanisms to improve the stability of school-enterprise cooperation, clarify the responsibilities, rights, and benefits of school-enterprise cooperation, focus on improving the level and effect of school-enterprise cooperation, coordinate the interest relationship between schools and enterprises, and build internships together only by establishing a base.

3.2 Establish a strong team of teachers

The lack of high-quality teachers and the irrational setting of professional courses directly affect the cycle of collaborative education and school-enterprise cooperation. Some colleges and universities still adopt the traditional teaching model, and the training lacks innovation and pertinence. Under the new situation, schools need to break the convention to introduce high-level faculty and increase the training of dual-qualified teachers. Teachers should not only complete the basic tasks of “preaching, teaching, and solving puzzles”, they should also take on the roles of “coach” and “master” in the process of production and practice, and encourage students to combine in-class practice with extra-curricular practice. It is vital to combine practice and off-campus practice, traditional practice and innovative practice, professional practice and social practice, and online practice and offline practice.

3.3 Strengthen the construction of training bases inside and outside the school

Both schools and enterprises should give full play to their respective resource advantages, and on the basis of ensuring the interests of all parties in the cooperation, have established a number of long-term and stable off-campus practical education bases for college students, consolidate the construction of internship bases, and further realize the project-oriented promotion of school-enterprise cooperation to achieve a tripartite win-win situation. Strengthen practical teaching, do a good job in the integration of industry and education, and improve the skill level of students. This requires schools to strengthen practical teaching, implement the integration of industry and education, encourage students to participate in extracurricular practice, and improve the quality of students. This requires continuous consolidation of the school and the school construct training bases, a systematic application-oriented training system, high-level professionals for enterprises, and an application-oriented training mechanism in which enterprises participate in the whole process, schools and enterprises overcome difficulties, and work together for a win-win situation.

4. Conclusion

By studying the effectiveness of teaching practice of industry-education integration, SCBC takes the needs of the Bay Area as the guidance, attaches importance to practical teaching, implements the concept of training, strengthens the construction of disciplines and the two-way exchange of school-enterprise cooperation, and innovates the training model, which has served the development of the Guangdong-Hong Kong-Macao Greater Bay Area, and provided a route for private universities and enterprises to effectively carry out the industry-education integration and to coordinate education and training of applied professionals.

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