

Exploration and Research on the Construction of Practical Teaching Base Based on the Integration of Industry and Education of New Business Specialty Group

Jing Liu, Fen Yuan

Hubei Ecology Vocational College, Wuhan 430020, Hubei, China.

Abstracts: The practical teaching base integrating industry and education is the main position for colleges and universities to carry out practical education, and it is also an important platform for college students to internalize theoretical teaching knowledge and hone their operational ability. In order to effectively cultivate new business professionals, based on the new business professional group, this paper analyzes the development, construction, management and operation of industry education integration practical teaching base, explores how to maximize the application of practical teaching base and open up the teaching path of industry education integration and collaborative education.

Keywords: New Business; Professional Group; Integration of Industry and Education; Construction of Practical Teaching Base

1. Introduction

Under the background of the modern economic era, the new business concept came into being, which requires that the business education in colleges and universities in China should carry out an in-depth talent training plan with a new integration mode of industry and education. At present, only by deepening the cooperation between schools and enterprises can we effectively promote the development of business education in colleges and universities, further optimize the corresponding curriculum system, teaching contents and methods, and promote the improvement of business teaching efficiency and talent training quality. The construction of practical teaching base integrating industry and education will integrate professional teaching, practical training, scientific and technological research and development and production practice. It is not only a strong backing for the full implementation of practical teaching in business majors in colleges and universities, but also an important place for practical teaching. At the same time, based on the limitations of the business major itself, it is difficult for the students of this major to achieve good practical learning results in the school, which also reflects the importance of the practice teaching base of the integration of industry and education outside the school.

2. Significance of the construction of new business specialty group based on the integration of industry and education

The general office of education of the State Council formulated and issued several opinions on “Deepening the Integration of Industry and Education” in 2017, which has laid a strong support for the comprehensive integrated development of ordinary colleges and universities in China, such as further implementing school enterprise cooperation, deepening comprehensive education reform, promoting enterprises to play the main role of vocational education, and promoting the supply side reform of skilled talents in colleges and universities.

The so-called “integration of industry and education” is an organic combination formed by mutual support, penetration and complementarity between industry and education. The deep and wide integration of industry and education between the two sides determines the importance of deep cooperation and development between industry and education. In the process of realizing the integration of production and education, both sides of the school and enterprise should focus on five docking work, namely, the professional setting should be connected with the post of the industry, and the professional courses should be connected with the professional standards, at the same time, the teaching process should be connected with the production process, and the graduation certificate should be connected with the vocational qualification certificate; As well as vocational education should be connected with the cultivation of lifelong learning consciousness.

The construction of new business specialty group should integrate traditional technology into the course of business science, and establish a professional group with marketing, financial trade, logistics management, e-commerce, business accounting, human resources and other major disciplines as the main disciplines. The purpose of the construction of new business specialty group in colleges and universities is to create healthy and benign development path for themselves. Through optimizing the professional layout, giving full play to the advantages of teaching, showing specialty characteristics and deepening industrial services, the university can effectively improve the teaching level of business education and improve the employment adaptability and potential of vocational development of business students. At the same time, it is also conducive to the scientific integration and optimization of educational resources in colleges and universities. It can strengthen the construction of core specialties, give full play to the radiation role of teaching guidance, and promote the teaching development of other majors, so as to improve the efficiency of running a university, help colleges and universities establish and form characteristic professional teaching, as well as strengthen the competitiveness of education, and improve the school running influence and social popularity.

3. Main problems in the construction of practical teaching base for the integration of industry and education in business major

3.1 The imperfect supervision mechanism between schools and enterprises restricts the effect of practical teaching

The construction of industry education integrated practical teaching base is largely determined by whether universities and enterprises have a high sense of cooperation, tacit cooperation experience and in-depth communication ability. Schools and enterprises need to jointly build a perfect supervision and management mechanism of practical teaching base. However, in the construction of practical teaching bases, many colleges and universities blindly pay attention to the scale and quantity of cooperative enterprises, but despise the corresponding supervision and management and the quality of cooperative teaching. In this way, although the number of practical teaching bases in colleges and universities increases, due to the lack of corresponding supervision, the teaching mode of production education integration cannot achieve the ideal practical teaching effect. At the same time, due to the lack of corresponding standardized performance evaluation indicators and rigorous evaluation methods in practical training teaching, it also lacks certain constraints on the practical teaching base, and fails to form a set of scientific and perfect systems and methods in the construction and management of practical teaching base, which affects the substantive effect of practical teaching of business major.

3.2 The construction mode of practical teaching base is single, and the support of colleges and universities is lack

From the perspective of market talent competition, if business students lack professional practice ability, they will lose the core ability of post competition. Therefore, vocational education is well aware of this truth, and hopes to rely on school enterprise cooperation to provide students with necessary practice platform through the construction of practice teaching base, help students improve professional practice experience and further enhance the competitiveness of market talents. However, most colleges and universities lack sufficient communication in the process of docking with industry enterprises and cooperation with scientific research and industrial institutions, fail to deepen school enterprise cooperation, and are only limited to the superficial level of providing practice sites and arranging students' internships.

3.3 Lacking of practical teaching guidance ability in professional teaching

With the continuous expansion of college students, the problem of lack of professional teachers is gradually reflected. Many business teachers in some colleges and universities directly participate in teaching after graduation. They lack corresponding practical teaching experience and experience, and practical teaching guidance ability, and cannot effectively guide students to implement some practical teaching projects such as post skill training.

4. Analysis on the causes of the construction of practical teaching base for the integration of industry and education in business specialty

To sum up, the problems in the construction of these practical teaching bases are analyzed from the root. On the one hand, at the level of colleges and universities and teachers, because they lack sufficient attention to practical and innovative teaching concepts, they are still used to taking practical teaching activities and the construction of practical bases as subordinate parts of theoretical teaching in daily teaching, so it is difficult to improve the quality of practical teaching activities construction standard of practice teaching base; On the other hand, due to the constraints of university running funds, the investment of practical teaching funds is insufficient. It is usually necessary to build a first evolution, high-quality and high-level practical teaching base, which needs a lot of human, material and financial resources as support. The construction of practical

teaching bases inside and outside the school is inseparable from the integration of school running funds.

5. Construction and optimization of practical teaching base for the integration of industry and education in business specialty

5.1 Establishing and improving the supervision mechanism of practical teaching base integrating industry and education

In order to effectively improve the management level of the practical teaching base for the integration of industry and education of business majors in colleges and universities, and implement the training objectives of compound applied talents, colleges and universities should actively enhance communication with enterprises, jointly negotiate and formulate a perfect supervision mechanism of practical teaching base, focusing on two aspects: teacher evaluation mechanism and student assessment mechanism. In the construction of industry education integration practical teaching base, we should always take the school as the main body and make concerted efforts through schools and enterprises to create a high – quality practical teaching platform for business students, provide appropriate practical training opportunities, and better cultivate and exercise students’ practical operation ability, post adaptability and team cooperation ability. Both schools and enterprises should adhere to the consistent goal of mutual benefit and win – win cooperation. In the management of practical teaching base, enterprises can appoint representatives to be responsible for the overall management and preparation of relevant construction work. At the same time, colleges and universities appoint teachers to be fully responsible for students’ practical guidance.

5.2 Strengthening the construction of “double qualified” teachers in practical teaching base

The double qualified teaching mode in colleges and universities is the most powerful way to improve teaching practice. In order to further improve the construction level of practical teaching base and improve the quality of practical teaching, colleges and universities should strengthen the training and construction of “double qualified” teachers. On the one hand, business teachers can be encouraged and organized to actively participate in enterprise special topic discussions, and improve teachers’ self – teaching ability and level with the help of professional training, temporary training and grass – roots services; Second, we should further improve the professional level and guidance ability of enterprise practice instructors, so that they can take on the teaching tasks of corresponding courses with their own practical work experience, let them participate in the teaching and discussion activities of business majors in colleges and universities, and jointly organize and carry out curriculum construction and talent training programs.

5.3 Cooperation between schools and enterprises to broaden the internship and employment channels of business students

Under the supply and demand of social compound applied talents, colleges and universities should actively carry out in – depth communication and cooperation with enterprises, integrate and connect with the practical teaching base, and arrange students to enter the enterprise base to participate in post internship, meanwhile enterprises should provide students with professional internship guidance and create post skill training opportunities. Students can be employed by enterprises according to their specific performance during the internship. In this way, the off campus practical teaching base can not only be the production base of enterprises, but also become the employment base of colleges and universities.

6. Conclusion

In the context of new business, it is a realistic choice for colleges and universities to devote themselves to cultivating comprehensive applied business talents. For this reason, colleges and universities must actively keep pace with the times, meet the needs of modern education development, and actively innovate practical teaching mode, in order to build practical teaching base, improve the practical operation skills of business students by deepening the integration of industry and education, and promote the cultivation and transmission of excellent business talents as well as make them the main stay of social and economic development.

References

1. Ren J. Exploration and research on the construction of new business specialty group based on the integration of industry and education——Taking Gansu Institute of Industry and Technology as an example. *Think Tank Era* 2018; (47): 100+102.
2. Liu Y. On the construction path of off campus practice base based on the cultivation of new business talents. *Reading and Writing* 2020; 17(22): 1.
3. Cheng Y, Li N, Gong J. Research on the construction path of new business specialty under the background of industry education integration in local universities——Taking Chuzhou University as an example. *Journal of Jilin Institute of Agricultural Science and Technology* 2020; 29(5): 49–53.