Discussion on the mode of school-enterprise-bank cooperation in building curriculum resources

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Abstract: From the perspective of high-quality development of vocational education, how to rely on the cooperation platform of school, enterprise and industry, make full use of training courses to transform teaching mode, introduce training resources from enterprises and industries, co-build curriculum resources and teaching materials, and promote the reform of three education has become an important issue for higher vocational colleges to improve professional construction and teaching quality. This paper expounds the importance of school-enterprise-bank cooperation in building course resources, analyzes the problems existing in the construction of higher vocational course resources from the perspective of industry development, school-enterprise cooperation and practical value, and takes the training course transformation teaching mode as the core to build the mode of school-enterprise-bank cooperation in building course resources, as well as the guarantee mechanism for the development of course resources, so as to improve the scientificity and practicability of scientific development.

Key words: school-enterprise-bank co-construction; Curriculum resources; Mode

Introduction

School-enterprise-industry cooperation is the driving engine of deepening education reform in higher vocational colleges. In the era of social industrial transformation and development, China's demand for advanced compound skill talents is increasing, but the current output specifications and quality of higher vocational talents are difficult to meet the market demand, which also reflects that the connection between higher vocational education and market demand is not close. At the same time, in the current construction of curriculum resources, some schools have insufficient connections with enterprises and industries, and still take the school as the core to carry out the construction of curriculum resources, resulting in the practicability and advanced nature of curriculum resources are not strong.

1. The importance of school-enterprise-industry cooperation in building curriculum resources

1. Serving the needs of regional economic development

Colleges and universities shoulder the mission of cultivating talents needed by society and serving social and economic development. They need to adjust personnel training programs according to regional economic and industrial layout, gather educational resources from enterprises and industries, build a shared educational resource pool, and provide continuous training services to regional enterprises while cultivating talents. Through the promotion of school-enterprise cooperation, teachers can deeply understand the requirements of industries and enterprises on the knowledge structure and skill level of talents, unite enterprise personnel, build teaching task groups that meet the actual post needs, integrate vocational content into the curriculum system, practical teaching and talent training programs, and strengthen students' post ability. In terms of curriculum resource construction, through the construction of school-enterprise-bank co-construction mode, schools can transform the teaching mode with the help of training courses, transform new technologies, professional standards and work tasks into curriculum teaching resources, promote the integration of work tasks and curriculum teaching systems, better train students' professional quality, improve their knowledge and skills, and meet the needs of regional economic development.

2. Requirements for the formation of a double-qualified team

From the perspective of school-enterprise-industry cooperation, the subject of curriculum resource construction is no longer limited to on-campus teachers. Schools can communicate with enterprises, invite enterprise engineers and industry personnel to join the curriculum construction team, and create a good communication environment through curriculum construction seminars to promote mutual learning between school and industry personnel, which can broaden teachers' professional vision. At the same time, it can improve the theoretical level of industry and enterprise personnel. At the same time, by participating in the construction of course resources, teachers can sink to the production line of enterprises, understand the training content and professional knowledge and ability structure of in-service personnel, find out the latest development trend and technical trends of the industry, deeply understand the work scene and content of each post, and emotionally understand the content of skill training, improve the professional practice level, and develop towards the direction of dual-teacher teachers.

3. The demand for creating a practical curriculum system

Vocational education programs should emphasize practicality. In the higher vocational personnel training program, schools need to meet the annual demand for talents, revise teaching objectives, and improve the professional curriculum system. On the whole, many professional curriculum systems are relatively outdated, and the school sets three-stage courses around the subject center, such as public courses, professional basic courses and core courses. The curriculum emphasizes the integrity of the content system and the proportion of theoretical knowledge is large, so the school urgently needs to build a curriculum system with practical characteristics. Through the promotion of school-enterprise cooperation, schools can combine the school-running situation and the actual construction of majors, transform the teaching mode with training courses, change the tendency of subject-centered, emphasize the connection between the curriculum system and the work of enterprises, increase the development of practical application content, connect the teaching system with the job needs of

enterprises, and thus establish a curriculum system based on employment and practice-oriented. To meet students' employment needs and career development needs.

2. The problems in the construction of higher vocational curriculum resources

1. The course content lags behind the development of the industry

In higher vocational education, some schools still order textbooks uniformly, fail to combine school running and professional characteristics, and collect course resources in the field of vocational skills. The course content lags behind the development of The Times, and it is difficult to reflect the cutting-edge standards and technology of the industry. At the same time, although some schools have recognized the importance of curriculum resource construction, curriculum construction personnel are limited to school teachers, and they have not really invited enterprise and industry personnel to participate, so they cannot fully connect enterprise resources, generate systematic curriculum value judgment standards, and fail to comprehensively evaluate the effect of curriculum content system construction, resulting in the lack of advanced curriculum resources. It is difficult to keep up with the latest trend of industry development.

2. Lack of school-enterprise-industry cooperation

In the field of school-enterprise cooperation, due to profit-driven business operations, some enterprises focus on improving economic benefits, lack the initiative to actively participate in school-enterprise cooperation, fail to establish a deep cooperation mechanism with schools, and pay less attention to the construction of school curriculum resources. In the course of curriculum resource construction, schools play a major role, but limited by time and energy, they cannot fully enter the enterprise, investigate and demonstrate the needs of industrial groups and job groups of talents. Enterprises are in a passive state of cooperation, only according to the needs of enterprises, to provide enterprise work project resources and materials, unable to play the role of school-enterprise cooperation in promoting curriculum resources. At the same time, some schools are not closely connected with industry associations, only refer to the opinions of industry personnel, fail to invite industry experts to participate in the whole process of course construction, and it is difficult to establish a deep cooperation mechanism between school and enterprise.

3. Insufficient practical value of the curriculum content

In the era of social transformation and development, various technologies emerge endlessly, and many new majors appear in various fields, such as mobile Internet, big data, cloud computing and artificial intelligence. However, in the construction of course content, some schools fail to have a deep understanding of the latest technological development and technical application standards, coupled with the lack of participation of enterprises and industry personnel, it is difficult to build project resources that connect with the frontline of the industry. As a result, the course content is highly theoretical and lacks practical application value, which cannot meet the needs of students' employment development.

3. The mode of school-enterprise-industry cooperation in building curriculum resources

Based on the training business section of the school, the school can strengthen the connection with the industry and enterprises, build a training course transformation teaching mode, adopt the school-enterprise co-construction method, integrate the cutting-edge technology of the industry and the advanced concept of the enterprise into the course construction, and form a course teaching resource development mechanism that is oriented to vocational ability and application ability training and meets the needs of social development.

1. Determine the school-enterprise co-construction curriculum

In the higher vocational education system, schools usually set up public basic courses, professional basic and core courses, elective courses. From the perspective of school-enterprise-industry cooperation, all parties should adopt the training course transformation mode, select the courses that point to career development and employment, and reflect the job requirements and talent training goals in the course construction. First of all, teachers should actively carry out enterprise and industry research activities, through strengthening communication with enterprises and industry personnel, understand the capacity structure of employees and future talent needs of enterprises, take the initiative to contact the new standards and new technologies of the industry, explore the advantages of enterprises and industries in the transformation of training courses, and analyze the requirements of enterprise cases, job responsibilities, business processes, production processes, etc. Clarify the course construction direction and formulate the course teaching standards. Secondly, teachers should rely on the training course transformation platform, cooperate with enterprises and industry personnel, analyze the actual production of enterprises, business innovation, new processes and new technologies, combine professional construction and front-line post needs, formulate course resource construction plans, and design a curriculum system combining knowledge and skills with quality centering on professional quality, professional knowledge and skills, and vocational ability orientation. To develop training course transformation resources.

2. Establish a curriculum construction committee

In order to implement the transformation mode of training courses, schools, enterprises and industries should set up a curriculum construction committee, invite academic education teachers, business experts and training technical experts, set up a curriculum transformation development team, and encourage teachers to seize the opportunity of curriculum construction to improve practical education ability, professional technical level and professional quality by strengthening the contact between team members. In the transformation and co-construction of training courses, the personnel of the three parties should unify the concept of cooperation and clarify specific responsibilities. Teachers should play an active role, actively communicate with business and technical experts, clarify the course development methods, course outline and course standards, and improve the technical level of course development and writing ability.

Enterprise experts should pay more attention to the transformation of training courses, cooperate with technical experts, analyze the training objectives of professional talents and the course construction process, sort out the knowledge, skills and literacy required by the course, cooperate with teachers in writing practical course projects, and fully transform the training courses into professional course resources.

3. Generate the course construction process

From the perspective of school-enterprise cooperation, the transformation and development of training courses is a systematic process, and schools and enterprises should establish the concept of full participation and dynamic update. In the course construction process, the developer should strengthen the top-level design, take the training course transformation teaching mode as the core, and sort out the course construction process, such as the overall design, the formulation of course standards, the definition of course outline, the design of course content, the collection of course resources, the formulation of teaching implementation and assessment methods. In order to carry out the course construction in a scientific way, all parties should adhere to the principles of scientificity, context and applicability, combine the requirements of post ability and the development needs of students' professional ability, select and adjust the transformation projects of training courses, design the course content, integrate it into real projects and typical cases of school-enterprise and bank cooperation, and focus on cultivating students' practical operation ability.

4. The guarantee mechanism of school-enterprise co-construction of curriculum resources

1. Set up a teaching team of school, enterprise and bank

Based on the business platform of transforming training courses, all parties should establish a talent flow mechanism and build a teaching team. First of all, schools should make use of the opportunity of school-enterprise cooperation to establish a research and learning model of "practice -- reflection -- re-practice", and guide the teacher team to improve their professional ability and technical level through joint study and discussion while building the curriculum system. Secondly, schools should invite technical and business experts into the classroom, formulate teaching plans for part-time teachers, clarify the teaching content, and let enterprise and industry experts be responsible for the whole process of practical teaching, simulate the working environment of enterprises for students, help them accumulate practical experience, and improve students' innovation ability. In addition, school and enterprise teachers can carry out joint teaching activities through video conferencing, technical lectures, project guidance, discipline competitions and other activities to form a high-level school and enterprise teaching team.

2. Construction of curriculum teaching resources system

In order to help students build knowledge, the three parties should establish a curriculum teaching resource development system based on the three education reform and the Internet + background, and improve the sharing of high-quality teaching resources. Specifically, teachers should use training courses to transform the teaching mode, re-integrate and arrange training resources with the help of experts, and develop resources such as micro-lessons, project cases, online courses, loose-leaf textbooks, contest test banks, etc. When formulating practical training manuals and developing loose-leaf and workbook textbooks, enterprises and industry experts should combine the characteristics of the industry and higher vocational education to assist teachers in developing curriculum standards, generating digital resources and project cases, and ensuring the seamless connection between teaching content and the actual situation of enterprises.

3. Co-construction of dynamic evaluation and update mechanism

In order to ensure the real-time and advanced nature of curriculum resources, schools and enterprises should establish a dynamic evaluation and assessment mechanism, formulate a quality review and application inspection system, design quality evaluation indicators, implement a dynamic update mechanism, and replace fresh enterprise cases at any time and supplement the latest industry information and professional technology according to the process of curriculum application, evaluation, feedback, adjustment and re-application. To meet the needs of students in different majors.

5. Concluding remarks

In the large-scale socialized production environment, the division of labor of various posts is becoming increasingly detailed, and the work content and tasks of posts are constantly changing and reorganizing, which requires the on-duty personnel to continue to learn and receive training. From the perspective of school-enterprise cooperation, through the application of the transformation mode of training courses, the three parties can consolidate the theories of industry personnel, enterprise personnel and teachers, research and decompose the training resources of on-the-job personnel, and integrate these resources into the school curriculum construction, which can not only create high-quality vocational courses, enrich the curriculum practice cases, but also provide teachers and students with fresh practical teaching content. At the same time, it can promote the in-depth cooperation between school and enterprise and improve the cooperation and practical teaching level of school.

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