

Exploring the path of training high-quality talents with integration of production and study in social work

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Abstract: The cultivation of social work professionals in colleges and universities should have the cutting-edge development concept, keep up with the development of The Times, and explore the path of talents training with the integration of industry and university. In order to further explore the mode and path of training high-quality application-oriented talents with the integration of industry and university, this paper analyzes the localization curriculum reform, the construction of double teacher team, the establishment of production, university and research platform and the enhancement of students' comprehensive quality and ability.

Key words: Social work; Industry-university integration; Path exploration

I. Social work professional talent training motivation

The integration of production and education in social work has both internal and external motivation. Internal motivation firstly refers to the cultivation of talents with theoretical and practical abilities under the guidance of social work values; secondly, social work teachers develop training motivation for themselves and students in the process of teaching and practice; and finally, social work students' internal motivation to become better in the process of professional training. The external motivation is that the social work major should give full play to its advantages in the majors of colleges and universities, and it is necessary to strengthen the exploration of professional talent training. The second is the urgency of the development of the industry and the demand for talents, which requires the social work major to speed up the integration of industry and university talents training. Finally, it is the advocacy of The Times and policies. For example, the General Office of the Ministry of Education issued the notice on the "Management Measures for Industry-University Cooperation and Collaborative Education Project of the Ministry of Education". The development of universities and industries need to accelerate the exploration of the path of industry-university integration of talents training.

II. Explore the path of training high-quality talents for the integration of industry and university in social work

1. Promoting the reform of local specialty courses with local characteristics

The integration of industry and university requires deepening cooperation between universities, upgrading training objectives, and making local specialties more successful. In the past, the curriculum design of traditional social work major and other majors has taken a certain lead in the same period. The curriculum plan of social work major takes the three major methods and domain courses as the starting point to cultivate students' practicality, so it has shown better talent training results than other majors in the past. However, with the development of economy and society, the students trained in the traditional social work major are limited to practice inside and outside the classroom, professional practice and graduation practice, lacking foresight and innovation of The Times, lacking courage and challenging spirit, and can no longer meet the needs of applied talents in modern society to a certain extent. The training of high-quality talents for the integration of industry and university of social work should keep pace with The Times, break through the shackles of curriculum design thinking, break down professional barriers, carry out multi-disciplinary integration, and cultivate talents with local cultural consciousness, innovative thinking and technology application.

We should promote the reform of local specialty courses with local characteristics, and scientifically construct the curriculum system of talent training based on the concept of training applied talents for social work majors. The social work major of Yibin University focuses on the improvement of the quality of social governance, the evaluation and standardization of the governance system, and carries out research and personnel training in the fields of children and adolescents' social work, judicial social work, Party and mass work and grassroots social governance. It is necessary to focus on the goal of talent training, explore the talent training plan that closely combines professional skills with social needs, and form local disciplinary characteristics. Strengthen professional core values throughout the training process. Professional core values are the cornerstone and soul of a professional development, and social workers are obviously different from other applied talents. For example: serving the public, practicing social justice, sincerity, etc., can be truly felt. Secondly, explore and build a localized curriculum system, focus on the requirements of industry-university integration of talent training for the major, combine the actual development of local social work industry, explore local culture, and jointly carry out reform and exploration of talent training programs with local cooperative units. For example, the development of "Judicial Social Work", "Family Social Work", "social work project management and evaluation", "New media operation and management", "Public welfare charity and Social innovation" localization of school-enterprise cooperation courses. Focusing on local service characteristics, taking root in rural grassroots work in southern Sichuan, localization of professional theoretical knowledge, exploration of specialized education in local colleges and universities, and reform of localized curriculum system. Down-to-earth exploration of talent training path, characteristic course system reform, encourage teachers and students to jointly carry out the "integration of production, education and research" innovation and progress, with a certain degree of internal

audit and forward-looking.

2. Improving the comprehensive ability of “double-qualified” teachers

In the exploration of the path of talents training with the integration of production and learning, the “double professional” teaching team of social work major is the teacher with the integration of theory and practice, emphasizing that the comprehensive ability and quality of “double professional” teachers should be excellent, and the complete design of a closed-loop course integrating theory and practice operation in the teaching process of teachers. Focusing on the goal of professional construction and talent training, promoting the professional development of teachers is the most important and inevitable move, improving the comprehensive ability of “double teacher” teachers, and building a team of teachers with strong quality and ability. More than 88% of the teachers in the social work Teaching and Research Department have obtained assistant social workers, social workers and one senior social workers. Social work teachers are encouraged to participate in the “1+X” vocational skill level certificate “double professional” teacher training, and improve the “double professional” team construction with complementary skills and strengths and mutual assistance. Secondly, social work professional teachers are encouraged to actively participate in local social services, contact local social work service agencies and social work service projects, take temporary positions in institutions to learn about cutting-edge social work service example experience, lead students to go deep into the industry and participate in social service education in the form of “professional theory + project practical training”, and break through the key barriers to the integration of production, teaching and research. Leaders and backbone of outstanding local institutions are invited to participate in part of the teaching tasks in the course education process of social work students. Regular activities such as young teachers’ forum and professional development sharing meeting of teaching and research department are held to enhance young teachers’ scientific research and innovation ability and teaching ability, and enhance teachers’ ability to learn new professional knowledge and skills. Under the leadership of discipline leaders, an interdisciplinary research team will be formed in the department with social work major as the carrier, teachers’ development motivation as the core, and resources of law, public administration and social work integrated, to implement the professional development of teachers’ scientific research, key breakthroughs in the integration of teachers’ industry-university-research ability, and lay a solid foundation for the integration of industry and education in social work to cultivate a team of high-quality applied talents.

3. Build a practice platform for the integration of production, study and research

To promote the integration of production and education to cultivate high-quality applied talents, we need to have innovative thinking and practical application ability. “Working behind closed doors” cannot train social workers with the characteristics of The Times. To deepen cooperation between universities and colleges, we should promote the rational allocation of resources inside and outside the university, and build a comprehensive practice platform for the integration of industry, university and research. The social work major of Yibin University has built a 600-square-meter social work standardization laboratory, introduced a database of practical education cases, and provided students with course practical training, practical design, and practical exercises. However, situational teaching still needs to be in line with reality. The practice platform of industry-university-research integration is not only a key barrier to the integration of production, teaching and research, but also plays an important role in the training of high-quality applied talents. First of all, based on the social work US-Asia Joint Venture TPR integration experiment platform, from the demand orientation, school-enterprise cooperation, integration of industry and finance and other directions to explore and break through to create an open school-enterprise experiment platform, so that students can experience the experimental teaching link from school to society. Secondly, the social work major has built a number of high-quality production and education integration bases and practical teaching bases around the “Party and mass governance business group”, “judicial governance business Group” and “children’s service business group”, with the construction of systematic and practical training platforms such as students’ various internships and comprehensive social services, so as to promote the one-stop development of professional production, study and research. The key to the platform construction lies in the operation. The social work Teaching and Research Office takes the initiative to explore and contact the cooperative departments to promote the practice teaching base, and the practice platform of the integration of production, study and research plays a role. Students conduct practical research in combination with the courses they have learned, and directly carry out practical learning, service and research work in each organization base according to the practical projects. Professional teachers and the staff of each organization regularly conduct practical exchanges and guidance, and are responsible for the supervision of students. In this process, students and professional teachers not only study professional courses, but also participate in social services and scientific research. The university-enterprise practice platform evaluates students’ comprehensive, design and practical ability training of practical topics; It is conducive to students’ active learning of cutting-edge service technology and local practical technology, cultivating students’ innovation ability and improving students’ basic quality.

4. Focus on the improvement of students’ theoretical and practical ability

The traditional curriculum proposition of social work education is often a question posed by teachers according to certain situations or topics preset by textbooks, which ignores social complexity and dynamics, simplifies the complexity of social work services, weakens students’ cognition of the real society, and is not conducive to the training of high-quality applied social workers. The multiplicity and complexity of today’s social problems put forward higher requirements for the training of applied social work talents, such as war, environmental pollution, social psychological anxiety, population poverty and population aging; As small as interpersonal conflicts, lovelorn dropout, etc., all put forward more practical requirements for talent training. Social workers need to adapt to social development and changes, face the complex needs in the real world, broaden their horizons to observe and discuss social phenomena, establish the connection between objective knowledge and the real world, and have the ability of practical application and practical operation. Through intensive practical teaching of no less than 800 hours, students’ innovation and entrepreneurship ability can be improved, and professional development

platforms for talents can be built through industry cooperation. Students' ability can be improved through practical training courses. First, off-campus production and education integration base, off-campus practice education base for college students to exercise themselves. The second is to serve the society with professional social work methods in the process of internship and training, and actively participate in social work professional service case competitions and win awards, so as to expand the public awareness and influence of social work. Third, students combine theoretical and practical knowledge, apply for and host college students' innovation and entrepreneurship projects, "Internet +" and other scientific research and innovation projects, participate in teachers' scientific research projects, and improve their scientific research ability and level. Fourth, adhere to the dual track of training education and academic education, establish a "diploma + non-diploma" dual channel cooperation, introduce quality courses, and build a "1+X" certificate training model. Enhance students' theoretical and practical abilities, pay attention to the four combinations of professional and vocational, theory and practice, online and offline, study and employment, form a cooperative community of personnel training, training, research and service integration, cultivate composite applied talents with comprehensive social service ability, and create a benign career path for social workers.

III. Suggestions for training high-quality talents with integration of industry and education

1. Government advocacy, funding and policy guidance

With the adjustment of social supply side demand and the development of economy and society, the reform and development strategy of higher education in China to train applied talents is inevitable. In the Notice of the General Office of the National Development and Reform Commission and the General Office of the Ministry of Education on printing and printing the List of Enterprises and pilot cities for the integration of Industry and Education, it is clear that Yibin City of Sichuan Province, as a national pilot city for the integration of industry and education, the local government needs to pay more attention to improving the policy support system. In the Notice of Yibin Municipal People's Government on Printing and distributing the Implementation Plan of Deepening the reform of the integration of Production and Education and Building a high-quality Demonstration City of the integration of production and Education, the local government has reached the implementation plan of the integration of production and education development project. To support undergraduate colleges and universities to meet industrial needs, strengthen the pilot construction of high-level application-oriented undergraduate colleges and universities, strengthen the construction of practical training environment, platform and carrier of integration of production and education, and focus on strengthening the construction of practical teaching links. We will optimize government input, strengthen financial support, and improve the funding mechanism for application-oriented colleges and universities and specialized programs with industry characteristics. However, specific policies and regulations should continue to improve the specific implementation rules for school-enterprise cooperation, and further clarify the specificity and pertinence of responsibilities and obligations. Local colleges and universities should grasp the development opportunities of The Times, keep up with the pace of development of The Times, and take advantage of the development of The Times to further develop themselves, become local educational institutions with characteristics, and develop specialties with characteristics.

2. Colleges and universities should make efforts to combine training with output

Colleges and universities should have a forward-looking vision, see the overall and integrated development pattern of education and industry established by the government, and simultaneously plan the integration of industry and education with economic and social development. The Social work major of Yibin University gives full play to its unique school-running positioning and talents training characteristics of industry-education integration, actively integrates into and supports the construction of Yibin's state-level demonstration city of industry-education integration and local economic development, and sticks to the important position of helping regional economic development and serving the harmony and stability of rural and urban grass-roots society in southern Sichuan. Based on the national comprehensive reform pilot major and the application-oriented demonstration major in Sichuan Province, the social work major has clearly defined the development direction of the major, created the major with local characteristics, and played an important supporting role in enhancing the urban and rural public service functions. Actively promote the construction of disciplines to adapt to industrial transformation and upgrading, deepen the reform of industry-university integrated education and application-oriented personnel training mode, actively explore and implement the "school-community linkage" personnel training chain, explore the creation of localized curriculum systems, application-oriented teachers, and diversified integration platforms, and promote the reform of industry-university integrated personnel training mode in colleges and universities. To stimulate the vitality of collaborative education between disciplines and industries. We will improve the internal governance of specialized disciplines, empower teaching and research institutions or units with autonomy, encourage the development of interdisciplinary and cross-disciplinary teaching research teams, and create a "double-skilled" team for scientific research and innovation. All disciplines in colleges and universities have actively established and improved the system or rules for integrating industry-university talents, encouraged the participation of scientific research institutes, local industries and enterprises, and social organizations, actively connected local governments and enterprises, linked talent training with output, and strengthened the function of "application-oriented talent training" and "serving local economic and social development", which is in line with the law of reform and development of industry-university integrated education.

3. Enterprises actively cooperate with each other

The key to the integration of industry and university is to actively promote the formation of a cooperation mechanism that is led by school and enterprise, promoted by the government, guided by the industry and implemented by school and enterprise. Therefore, give full play to the important role of enterprises, enterprises to the field of education feedback talent needs, and provide talent training required funds, training platforms, etc., to convey professional frontier information, training high-quality innovative talents and technical talents,

and then enhance the core competitiveness of the industry, for the development of the industry to provide strong support. The improvement and upgrading of the development of local industrial economy also requires policy guidance and technical support. Through the regular holding of government, school and enterprise tripartite docking activities, through platform cooperation and project tracking research and development, the industry can truly achieve connotative development. Industry enterprises should actively and deeply participate in the reform of discipline education and teaching, and advantageous enterprises take the initiative to build and share productive training bases with schools. Enterprises should see the advantages of schools and research institutes in key industrial technologies, core processes and common problems, carry out collaborative innovation, and accelerate the transformation of basic research results into industrial technologies.

4. Students should innovate and take the initiative

The cultivation of high-quality applied talents requires not only the guidance of schools and enterprises, but also the initiative of students themselves to study hard, dare to innovate, and constantly improve their professional scientific research ability and service ability. From the survey of professional talent training and the employment survey data of social work students of Yibin University, both reflect the requirements of social work students to improve their professional service ability. In the process of exploring the integration of industry and education, the key issue of improving the core quality and ability of social workers, improving the social adaptability and employment competitiveness of students is answered. At the same time, the training of social workers should be combined with the “generalist + specialist” applied talent training model, “generalist” refers to the social workers who master the basic knowledge and skills of social work and can serve in various fields. “Professional” refers to social workers who are guided by their interests and are good at serving a certain field, or social workers who have specialized research in a certain field. Combining the three major directions of social work (Party and mass work and grassroots social governance, children and youth social work, judicial social work), and cooperating with multiple disciplines, electives can be selected in the field of interest, and closely integrated with industry practice, social work students should constantly innovate and develop professional expertise.

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