

Research on the optimization of production and education integration mechanism of Applied Undergraduate in Sichuan Province

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Abstract: In the new era, the national pilot program for the integration of industry and education proposed that the continuous deepening of the integration of industry and education in the development of higher education and the promotion of the effective connection between the education chain and the industrial chain are strategic measures to deepen the reform of higher education and improve the quality of personnel training. Compared with higher vocational colleges, the research on the integration mechanism of production and education for application-oriented undergraduates started late, and the linkage mechanism between government and enterprises has not yet fully played its role. In view of this situation, local application-oriented undergraduate colleges need to actively adapt to the development of the times, and explore effective solutions to the problems existing in the development, so as to improve the quality of talent training and deepen the reform of higher education. This paper studies the optimization of the integration mechanism of production and education of Applied Undergraduate in Sichuan Province, and puts forward the corresponding views.

Key words: Applied undergraduate; Local undergraduate; Integration of production and education; Mechanism optimization

1. Analysis on the education mechanism of the integration of production and education in local colleges and Universities

At this stage, China's economy is developing rapidly, and all sectors of society are in urgent need of high-quality and highly skilled talents. In order to deepen the reform of higher education and effectively improve the quality of personnel training, the Ministry of education of China has put forward the concept of integrating production and education. After a period of development, its coverage has gradually expanded to different levels of Education. This brand-new education concept is a development strategy measure implemented by the state to improve the quality of talent training in vocational education. Its connotation is to closely combine education with practical production, and school professional teachers, enterprise staff and the government will all join in it.

2. Current situation of operation mechanism of university enterprise cooperation and production education integration

So far, under the guidance of the idea of vigorously cultivating advanced applied talents, applied undergraduate colleges and universities across the country have started to actively promote the talent training mode of school enterprise cooperation and work study combination, and continue to explore the directional and order talent training mode in this process, although this has deepened the reform of applied undergraduate education to a certain extent, However, there are still some problems in the actual development process. First, the development of the second classroom is insufficient. On the one hand, many teachers use relatively single teaching methods in teaching, which is difficult to mobilize students' interest in participation, and can not meet the needs of students' comprehensive development. On the other hand, many Application-oriented Undergraduate Colleges and universities have insufficient training venues, and the construction of information resource base is still in its infancy. Second, the teaching system of Application-oriented Undergraduate Colleges under the integration of production and education is not perfect. A perfect teaching system determines the quality of talent training to a large extent, but many schools are not aware of this in their development, which makes it difficult to achieve the established goal of teaching reform. Third, the linkage between government, school and enterprise is not close. On the one hand, the system and mechanism are incomplete. Many Application-oriented Undergraduate Colleges and universities have not really established a management system and long-term operation mechanism suitable for the integration of industry and education and school enterprise cooperation, which leads to the lack of pertinence of follow-up talent training activities and the deep integration of industry and education. On the other hand, the external environment is under fullness. The leading role and monitoring function of the government are not fully played, the enthusiasm of industry enterprises to participate in the combination of production and education is not mobilized, and the education mechanism of the integration of production and education is lack of strong support. Fourth, professional teachers' educational ability is insufficient. In fact, the comprehensive education ability of professional teachers in schools determines the progress of education reform to a large extent, but many schools pay less attention to the improvement of teachers' education ability in the development, resulting in the teachers' comprehensive quality not reaching the standard, and their comprehensive ability to participate in industrial services and technology development is weak; The structure of the teaching staff in the school is unreasonable and does not meet the requirements of the "double qualified" teaching team. Fifth, the school enterprise cooperation is not in-depth. In the new era, although many Application-oriented Undergraduate Colleges and universities have recognized the importance of school enterprise cooperation and work study combination, and some have made explorations or breakthroughs

in “points”, their overall participation in the integration of production and education is not wide, high-level and strong enough, and some are even superficial, so it is difficult to integrate production and education, and it is difficult to achieve the goal of Education .

3. Optimization Countermeasures of production and education integration mechanism for application oriented Undergraduate

3.1 Attach importance to the construction of the second classroom

In fact, the core beneficiaries of the integration of production and education are students, and the improvement of students’ comprehensive ability is also the core of the integration of production and education . In order to effectively deepen the reform of higher education and meet the needs of students’ comprehensive development, colleges and universities should pay attention to the construction of practice platforms inside and outside the college and the base of production, learning and research in the process of development, and provide targeted second classes for students of different grades. Colleges and enterprises can start from the following points: First, colleges and universities can regularly hold academic activities in different majors, and enterprises can send technicians and project engineers to make speeches and communicate in the school, so that students can master the development trends of the industry and guide students to make professional planning. Second, the school holds professional competitions for different grades every year, with enterprise experts and professional teachers as judges. At the same time, the competition content can also be used as the standard for the optimization of the follow-up curriculum system. Third, the school organizes freshmen to visit and practice every year, so that they can understand the work content and production standards of the enterprise, and master the needs of the professional industry for the comprehensive ability of talents.

3.2 School enterprise collaborative innovation practice teaching system

Specifically, we can start from the following points: first, school administrators and school teachers should clarify the adjustment direction of the curriculum system and formulate a preliminary talent training plan according to the requirements of the social post grade standard; Second, the professional teachers of the school deeply analyzed the current situation of professional teaching, the requirements of the society for the comprehensive ability of professional talents, competition project standards, etc., and then set up template courses through measurement. On the premise of explaining the basic knowledge, professional teachers integrate the knowledge points and skills points of enterprise production into the course teaching. For example, teachers connect the course with the post according to the teaching needs, so as to decompose the course teaching knowledge points around different teaching contents, so that students can complete the project-based learning tasks according to the skills practice calibration, operation points, etc; The school has introduced diversified courses such as craftsman spirit training and professional development trend to give students more independent choices. These courses are taught jointly by professional teachers and enterprise project engineers.

3.3 School enterprise innovative talent training mode

1. project teaching method

Application oriented Undergraduate Colleges and universities mainly cultivate high-quality and strong ability application-oriented talents for the society. Many majors need students to combine hands-on operation with theory and practice in learning . Based on this, under the background of the integration of production and education, teachers of various specialties can actively communicate with enterprise teachers to choose targeted teaching projects. In the course teaching, teachers can refer to the professional skills competition and enterprise practice standards, design the project process, precautions and practice standards, etc., and teachers in schools and enterprise staff can combine the enterprise production standards evaluation rules and scoring standards are formulated according to the process, the activity funds are applied for by the second classroom and teaching and research activities, and the course team members and enterprise project managers are invited as judges. With this way, students’ competitive consciousness can be cultivated, students’ theory and practice can be closely combined, and students’ innovative ability can be continuously cultivated.

2. online and offline teaching methods

With the rapid development of Internet technology in the new era, teachers can rely on the Internet to closely integrate online and offline, and then carry out effective teaching activities . For example, in actual teaching, teachers can integrate teaching materials before class, including basic concepts, cooperative precautions, autonomous learning micro class, etc., and then teachers integrate and upload these contents to the class learning website, and share the generated two-dimensional code to the class group, so that students can take the initiative to preview before class and complete online self-test under the guidance of the learning process. In the process of students’ learning, teachers can integrate students’ learning situation, understand students’ learning weaknesses, so as to provide follow-up guidance. In the subsequent offline teaching, teachers will guide students’ online learning and arrange students to practice. In the whole process, the teacher can cooperate with the enterprise project manager to actively play the guiding role of the education subject, answer the students’ questions in time, and timely correct the students’ incorrect operation. With this method, the students’ practical ability and operation ability can be cultivated, so that the students can gradually have the spirit of craftsmanship .

3.4 Building a full-time and part-time teaching staff

As mentioned above, teachers' comprehensive education ability largely determines the quality of education reform. Therefore, in the context of the integration of production and education, schools and teachers need to pay attention to the improvement of teachers' education ability and actively build a double qualified education team . First of all, schools should actively carry out teacher training. Schools and enterprises should build online and offline teacher training centers according to the needs of professional talent training, and carry out teacher training for professional teachers in schools, so that teachers can master more teaching methods and new educational concepts, which can fully guarantee the follow-up talent training. Secondly, the school should actively organize teachers to participate in the teaching ability competition. In order to ensure the deep integration of production and education, the school needs to actively organize teachers to participate in the competition of improving teachers' teaching ability in the development, and also invite enterprises to participate in and develop teaching resources, so as to further improve teachers' design ability and innovation ability. Thirdly, teachers' practice in enterprises is normalized .

3.5 Local government university enterprise linkage to build a sharing mechanism

In the context of the integration of production and education, application-oriented undergraduate colleges should clarify their own school running orientation. In the process of development, the school needs to change the traditional development concept, clarify its own school running orientation and the responsibility of cultivating applied talents, and clarify the characteristics and differences of talent cultivation in the school in combination with the internal needs of regional economic development, the needs of regional industrial scientific and technological innovation and the needs of students' comprehensive development .

Not only that, the implementation of the concept of integration of production and education needs the joint participation, design and planning of multiple education subjects. For schools, it not only needs to clarify their own development orientation, but also needs to give full play to the initiative and creativity of all parties involved in the integration of production and education, so as to actively refer to the government system and select highly competitive enterprises to cooperate with;

3.6 Clarify the "triple helix" relationship between government, enterprises and schools in the integration of industry and education

In the process of continuing to implement and promote the integration of production and education, government schools and enterprises need to take their due responsibilities according to the actual situation . In the new regional system, the internal functions of the three are constantly evolving. They blend with each other and interact with each other in a spiral state. They form a continuous and close strategic partnership to jointly promote the production, transformation, application and upgrading of knowledge, jointly realize the effective connection between the professional chain and the industrial chain, and jointly promote the coordinated development of regional education, economy and society, In this way, the government can provide reference suggestions for schools, enterprises can provide external teaching conditions for schools, and schools can cultivate more applied talents for society and enterprises. The three promote and develop each other .

Conclusion:

Introduction: in February, 2020, the Ministry of education and other departments successively issued the measures for the management of industry university cooperation collaborative education projects and the action plan for the development of disciplines of energy storage technology (2020-2024) , which also means that the industry education integration education mechanism is no longer limited to the scope of vocational education, and its coverage has expanded to different levels of schools and majors, The government university enterprise linkage system has become the research focus of many local application-oriented undergraduate colleges. However, in the actual development process, government schools and enterprises did not play their guiding value, and the "triple helix" structure was not stable enough, which limited the development of Local Application-oriented Undergraduate Colleges to a certain extent, and the established educational objectives were difficult to achieve. In view of this situation, in order to make the integration of production and education move towards the "triple helix", application-oriented undergraduate colleges and universities should explore new development paths to deepen education reform and cultivate more high-quality and application-oriented talents for the society .

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