

Research on the path of the talent training model of “three two” section high school connection under the background of the integration of industry and education

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Abstract: Practice the “three two” section coordinated cultivation of high level undergraduate connection, and explore the operation mechanism and training mode of the high level undergraduate connection between higher vocational and undergraduate majors. The segmented talent training of the senior high school is not just a listing of the higher vocational courses and undergraduate courses, but to establish the training objectives based on the in-depth study of their connotation and professional competence, combined with the future development direction of students, develop a sound talent training program, set up the curriculum system according to the principle of gradual progress, promote the effective connection of the teaching contents of the undergraduate and higher vocational schools, and realize the education resources Sharing the basic conditions of cultivation. The setting of the integrated connection mechanism can ensure that students can enter higher education smoothly, master a solid theoretical foundation, lay a good foundation for the future development of students, and cultivate students into technical and skilled talents meeting the needs of social development.

Keywords: integration of production and education; 32. Segmentation; High level cohesion; Talent training mode

Introduction

In recent years, the state has strengthened its emphasis on higher education. Through issuing various documents and policies, it has promoted the effective development of vocational education and college education, and promoted the reform and innovation of higher education. The Several Opinions of the Ministry of Education on Promoting the Reform and Innovation of Higher Vocational Education and Leading the Scientific Development of Vocational Education clearly points out that “higher vocational schools are encouraged to cooperate with undergraduate schools with prominent industry backgrounds to explore the professional master training system for high-end skilled talents and applied talents”, so as to provide policy support for the connection between higher vocational education and higher vocational education. In the new era environment, in order to promote the connection between the talent chain and the industrial chain, the school should strengthen the introduction of industry education integration, and actively innovate the talent training program of “three two” section high level connection under the background of industry education integration, so as to provide a broader development space for the development of students’ ability.

1. Overview of “three two” segmented talent training mode

The “three two” segmented talent training means that higher vocational colleges and undergraduate colleges have formulated a talent training model integrating higher vocational education (three years) and undergraduate education (two years) on the basis of corresponding majors, and carry out teaching activities in segments. In practical application, students are enrolled in the same batch with other majors through the general college entrance examination according to the five-year talent training requirements. After completing the three-year study in higher vocational education, they obtain the corresponding qualifications, and then enter the undergraduate school of the corresponding major after the selection and assessment of the transition. After completing the two-year study task in the undergraduate college, they obtain the undergraduate diploma and degree certificate after passing the qualification assessment. According to the requirements of relevant documents, pilot higher vocational colleges arrange such students in separate classes. Through collaborative cultivation with undergraduate colleges, they jointly develop talent training programs and set up a progressive curriculum system to optimize the curriculum structure. Under this mode, students can learn the basic skills and knowledge of the post during the school period, and then can choose to work directly or continue to study in the undergraduate school for two years. This mode can effectively improve the students’ professional theoretical literacy and exercise their practical application ability. The whole training system mainly includes two education subjects, higher vocational colleges and undergraduate colleges. How to promote the effective connection of the two education subjects with employment as the guidance, and how to integrate the talent training of the two stages, are the subjects that need to be focused on in the current “three two” segmented talent training work.

2. Problems in the “Three Two Segments” Collaborative Cultivation of Undergraduates in Higher Vocational Colleges

2.1 Orientation of talent training objectives for higher vocational undergraduate education

The linking up teaching mode of higher vocational college undergraduate is a new type of education in recent years. Vocational education is an important part of higher education and also an important component of modern education system. Through its connection with undergraduate colleges, it can better optimize the talent training mode and cultivate core technical talents. At present, this connection

mode is in the stage of practical exploration, and various systems are not yet fully mature, so many problems need to be solved. Target orientation is an important guidance of the talent training system, and also the primary problem to be solved in talent training. It determines what kind of talents need to be trained in higher vocational undergraduate education, clarifies the difference between integrated cohesive teaching and general undergraduate education, higher vocational education, and positions the development direction and path of cohesive education.

2.2 The connection between the curriculum system of higher vocational colleges and undergraduate colleges

Higher vocational education and undergraduate education are two major categories in the higher education system. There is a big gap between the two in terms of school positioning and training objectives. The construction of education convergence will inevitably face the problem of the convergence of the curriculum system. How to effectively connect the two independent curriculum systems and promote the smooth transition of talent cultivation is a key issue to be considered in the current connection education work. In the process of connection, if there is no effective connection mechanism between the two major education subjects, it will lead to overlapping problems between professional courses of higher vocational education and undergraduate courses, resulting in waste of resources and affecting students' learning mood. In terms of the construction of curriculum resources, some colleges and universities, in order to integrate educational resources, have adopted the method of combined class teaching to combine students of different types of entering schools for teaching, which makes students themselves unable to fully absorb curriculum knowledge due to different basic stages and development needs, and teachers can not effectively grasp the teaching progress and key and difficult content, which ultimately leads to unsatisfactory teaching results.

2.3 Resource sharing between higher vocational colleges and undergraduate colleges

From the perspective of resources, higher vocational colleges and undergraduate colleges have a large gap in resource construction due to their different development directions and stages. Among them, undergraduate colleges focus on academic research and have certain advantages in disciplines and teachers. Higher vocational colleges pay more attention to the employment development of students and have certain advantages in training construction and enterprise resources. Giving full play to the value of both resources, sharing resources and complementing advantages are the important basis for improving the effect of bridging education.

2.4 Problems in carrying out teaching activities in higher vocational colleges and undergraduate colleges

Connecting teaching activities is not a simple superposition of teaching activities in higher vocational colleges and undergraduate colleges, but requires teachers of all educational subjects to actively change their teaching concepts, introduce advanced teaching concepts and modern educational technologies, and promote the effective connection of teaching activities.

3. Strategies for the Integration of “Three Two Segments” in Higher Vocational Colleges

3.1 Accurately positioning the training objectives of undergraduate talents in higher vocational education

As far as the current situation of talent training is concerned, higher vocational education has strengthened the construction of high skill training objectives in recent years, but there are still deficiencies in the cultivation of students' ability to update knowledge and transform skills, making students unable to effectively adapt to future career changes and other development needs; With discipline construction as the main line, undergraduate education has strengthened the training of students' knowledge, skills and comprehensive quality. In the face of a wide range of employment majors in the future, there are problems such as lack of practicality and practicality in the setting of training objectives, and the connection with the industry needs to be deepened. In the connection education mode, the school needs teachers to coordinate the training needs, reasonably formulate talent training objectives, and take the training of high-quality applied technical talents as the main goal. It should not only take into account the academic and academic characteristics of undergraduate education, but also cover the characteristics of high-tech talent objectives that are compatible with vocational education and meet the needs of the front-line production and construction, so as to achieve equal emphasis on engineering education and skills education, and provide high-quality talents for the society. Therefore, the goal setting of undergraduate talents in higher vocational colleges should focus on the above two contents, providing a clear direction for the follow-up teaching activities and educational reform.

3.2 Build an integrated and progressive curriculum system of higher vocational education and application-oriented undergraduate education

The key to the “three two” collaborative training of higher vocational undergraduate education is to promote the connection between higher vocational education courses and undergraduate education courses. The integrated and progressive curriculum system does not combine the independent curriculum systems of the two major education stages, but should be guided by advanced educational concepts, take educational objectives as the main line, reasonably set up educational content and curriculum system, so as to build an integrated and progressive curriculum system. In terms of education concept, teachers can introduce OBE (Outcome based education) concept, which is also called achievement oriented education and goal oriented education. It refers to guiding students to achieve corresponding learning results through education process setting and teaching implementation, so as to guide students to gradually complete teaching objectives and achieve capacity growth. This concept emphasizes four key elements, namely, what kind of learning results can be achieved through teaching implementation, where are the key values to achieve such results, how to promote students to achieve learning results, and how to make students realize the value of this teaching activity. In this regard, the educators related to the subject of higher vocational undergraduate education should conduct in-depth research on the talent training program, and determine the practice plate of the integrated curriculum system, namely, the public foundation plate, the professional foundation plate, the professional ability plate, and the practical teaching plate.

Taking the visual communication major as an example, the school can transfer the basic content of the undergraduate major to the higher vocational education stage in combination with the needs of education convergence. The public basic courses include the introduction to the basic principles of Marxism, the outline of modern Chinese history, etc. The professional basic courses include packaging design, display design, etc., which lays a good foundation for the undergraduate study. In this way, students can focus on improving their own design practice ability and innovation ability and other development capabilities when entering undergraduate colleges.

3.3 Establish a resource sharing mechanism for the basic conditions of collaborative cultivation

In the process of implementing teaching, the senior high school classes should implement teaching according to the requirements of the curriculum standard. However, because some undergraduate teaching contents are introduced into some textbooks, the teaching difficulty is deeper, and teachers do not have a thorough understanding of the undergraduate education model and the bridging education model, so they cannot fully use them effectively. In this regard, the main body of higher education should establish a resource sharing mechanism to establish the basic conditions for collaborative training, promote the sharing of educational resources and teacher resources, and help schools better promote the convergence of education. First of all, the main body of education should do a good job in building teachers. "Internal training" and "external introduction" are important ways to build teachers' strength. Among them, "internal training" is to organize and carry out a series of training activities in combination with existing teachers to help teachers deeply understand the practical path and teaching connotation of collaborative education, explain more advanced teaching concepts and industry foreword development technologies for teachers, so as to enrich teachers' teaching accumulation and provide effective support for educational reform. "External introduction" is to introduce professional and technical talents with rich practical experience based on the development status of the industry, so as to improve the structure of teachers and promote the in-depth cooperation between the school and the enterprise. Secondly, rationally apply enterprise resources. The concept of integration of production and education provides a new direction for the cooperation between schools and enterprises. In higher vocational colleges, the "three two" section connection teaching should focus on collaborative education and rational use of enterprise resources. In the resource sharing mechanism, the collaborative subject can not only realize the sharing of educational resources, but also promote the sharing of human resources. Through the construction of the introduction and training mechanism, strengthen the construction of double qualified teams, and the joint guidance of teachers from both colleges and universities, the collaborative training of teachers from both sides can be realized.

3.4 Establish an integrated linkage mechanism for teaching activities

The integration of teaching activities should be established for the training of talents in the "three two" segment in higher vocational colleges. In this process, teachers of all educational subjects should form a corresponding team of teachers to communicate with each other on teaching activities, so as to ensure the effective connection between teaching content and teaching activities. When implementing teaching activities, higher vocational teachers should establish timely communication with undergraduate teachers, so that undergraduate teachers can understand what knowledge students have learned, what skills they have mastered, and what level of professional knowledge they have mastered, so as to provide effective basis for subsequent undergraduate teaching. After the students pass the transition assessment, the undergraduate teachers can combine the basic information of teaching in the higher vocational school to develop an integrated teaching project that can achieve effective connection, so as to help students transition smoothly and promote the development of students' abilities.

3.5 Innovative and integrated talent training mode

(1) Base co construction mode of knowledge platform sharing

This mode refers to the teaching mode in which higher vocational and undergraduate education subjects combine high-level knowledge theory, industry-leading information technology, scientific research system, etc. to build an integrated practice base of production, teaching and research. In the process of construction, we can start from the following aspects: First, integrate teaching resources based on the market environment. The Internet environment has brought rich educational resources to education and teaching. Schools can jointly establish digital and multimedia teaching resource sharing platforms to effectively expand teaching resources, update the original teaching system, and build a more perfect online learning knowledge system. Second, integrate scientific research achievements based on professional characteristics. Taking the visual communication design major as an example, the two education subjects should base on professional characteristics and integrate multi-dimensional scientific research achievements, not only integrating interdisciplinary scientific research success, but also including design practice achievements supported by enterprise technology, to enrich the curriculum content. Third, pay attention to the transformation of practical achievements. In the process of building the base, teachers and students of the two education subjects should pay attention to the transformation of practical achievements, and improve the quality of scientific research with the help of scientific research achievements, so as to form a good cycle of knowledge platform sharing, full utilization of resources, and transformation of achievements.

(2) Industry oriented studio system mode

In the context of integration of production and education, higher vocational and undergraduate colleges can implement the studio system to reform. This system model has the characteristics of flexibility and openness. The teacher will act as the special director of the studio, rebuild the original discipline system, break the limitations of traditional teaching in a single and fixed way, and connect teaching tasks and teaching objectives in a targeted way. According to the needs of practical teaching, invite experts in the industry, senior technicians in the industry, high-quality talents in the enterprise and other personnel into the studio, and develop practical teaching contents that meet the needs of the industry and the capacity of the curriculum through the mutual exploration of studio members. In practical application, studio members should establish identity awareness with students, build practical projects that are highly close to the real scene, and guide students to practice at five professional levels, including basic knowledge, professional skills, practical operation, innovative thinking, and

Strategies of entrepreneurship education in Colleges and Universities under the environment of e-commerce development

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Abstract: with the rapid development of China's e-commerce economy, the capacity of the e-commerce market is constantly expanding, the e-commerce development environment is getting better and better, and more and more industries are involved, which undoubtedly provides effective help for college students' Entrepreneurship after graduation. Especially nowadays, when more and more college students lose their work direction and ideal positions after graduation, using the e-commerce development environment to achieve effective entrepreneurship has become their best choice, and it is also the key to promote China's economic development. Therefore, entrepreneurship teachers in Colleges and universities in China should combine the current e-commerce development environment to formulate new education strategies, so as to pave the way for the future of college students.

Key words: e-commerce development environment; Entrepreneurship Education in Colleges and universities; E-commerce economy

The rapid development of information technology undoubtedly brings great convenience to the development of e-commerce in China, which makes more and more college students enter the field of e-commerce after graduation, and many college students succeed in Entrepreneurship. Compared with traditional industries, the initial investment of e-commerce industry is small and the risk is not high,

career planning. The application of this project method, on the one hand, can truly reflect the current situation of industry post practice, strengthen students' understanding of industry content, on the other hand, can effectively stimulate students' subjective initiative, promote the development of students' comprehensive practical ability, and promote the effective connection of the training of high-level talents in the "three two" section.

4. Conclusion

To sum up, in the context of the rapid development of new industries in the world, China's economic development has entered a new stage, prompting higher education to undergo profound changes. As a new talent training mode, the talent training mode of the "three two" segmented high level undergraduate connection can integrate the advantages and characteristics of higher vocational education and undergraduate education, combine the concept of integration of industry and education, build a talent training program that meets the needs of industrial structure adjustment and social development, strengthen the sharing of resources among various collaborative subjects, constantly innovate the mechanism at night, and cultivate students into innovative skilled talents that adapt to social and economic development.

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