

Research on the Collaborative Education Path of Vocational Education under the Integration of Industry and Education

Youmin Xiao

Wenzhou Polytechnic, Wenzhou, 325035, China

*120361245@qq.com

Abstract

This paper analyzes the logical difference between school enterprise cooperation and industry education integration through the evolution process of industry education integration policy, so as to explore the path of collaborative education mode. It is pointed out that the reform of school running mode of vocational education is not only an educational problem, but also an economic problem. We need the cooperation of the government, enterprises, schools and other multiple subjects to find a way to integrate production and education of vocational education with Chinese characteristics.

Keywords

Industry Education Integration; School Enterprise Cooperation; Vocational Education Method; Collaborative Education.

1. Introduction

The Vocational Education Law of the people's Republic of China, revised on April 20, 2022, clarifies that "vocational education is an education type with the same important status as general education" and emphasizes once again the urgency and importance of "integration of industry and education". With the deepening of the reform from "level education" to "type education", the "integration of industry and education" finally replaced the "integration of industry and education". Although there is only a word difference between the two, the thinking logic behind them is quite different. For a long time, the school running mode reform of Vocational Education in China has confused the essential difference between school enterprise cooperation and industry education integration, and even confused them. Therefore, it is particularly important to study the cooperative education path of vocational education from the perspective of industry education integration.

2. The Development of the Policy of Integration of Industry and Education

The first stage of the policy of integration of industry and education began from 1949 to 1977. This period is a period of combination of education and productive labor, which belongs to the state of part-time work and part-time study. 1978-2013 is the second stage, which belongs to the period of combination of industry and education. The third stage is from 2014 to now, which is the period of integration of industry and education. Up to now, school enterprise cooperation has experienced more than 70 years of exploration, practice and development, as shown in Figure 1.

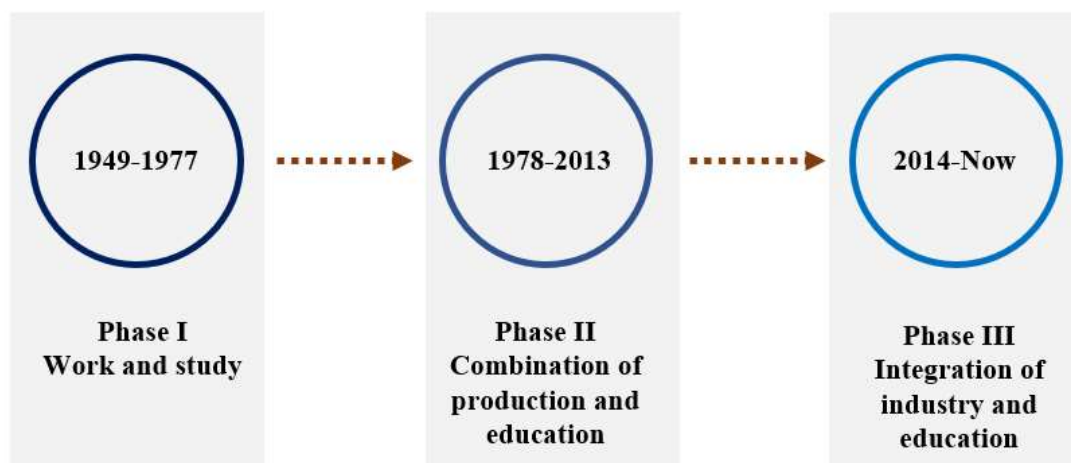


Figure 1. Development history

3. Analysis of School Enterprise Cooperation and Integration of Industry and Education

3.1. Definition of School Enterprise Cooperation and Industry Education Integration

There are both differences and connections between school enterprise cooperation and industry education integration. "School enterprise cooperation" is an educational strategy for schools to approach enterprises and seek joint education with enterprises in order to achieve talent training goals. Higher vocational colleges contact enterprises for professional construction or student employment, hire industry personnel as part-time teachers or consultants, establish student internship and training bases in enterprises, and carry out student internship, employment or enterprise employee education and training. In the late stage, the establishment and maintenance of school enterprise cooperation usually depend on each other's "relationship" or "feelings". Communication is intuitive and agile. Generally speaking, from school to enterprise is a one-way process, temporary and variable.

3.2. Differences between School Enterprise Cooperation and Industry Education Integration

Semantically, "school enterprise cooperation" focuses on the single interaction between "school" and "enterprise", as shown in Figure 2. "Industry education integration" can be regarded as the combination of "industry" and "education" industries or systems. "Cooperation" means that both parties jointly complete the contents and tasks under the same framework; And "integration" reflects "I have you, you have me". The two blend with each other, and the relationship between the two sides is close and even integrated; The depth and breadth of their integration are different.

From the perspective of subject participation, "school enterprise cooperation" mainly reflects the interaction between "schools" and "enterprises" in talent training, scientific and technological services and social training. In this process, schools often become strong advocates of cooperation because of their own needs, and enterprises often become partners in pursuing cooperation. This is the typical thinking of "school enterprise cooperation". In this way of thinking, the reform of school running mode of vocational education is regarded as an educational problem. According to this logic, school enterprise cooperation is "hot in schools but not hot in enterprises". The key to reform is to mobilize the enthusiasm of enterprises to participate in vocational education and require enterprises to fulfill corresponding social

responsibilities. This is a typical "educational stance". This also makes school enterprise cooperation short-sighted and temporary. Employment oriented cooperation, while the function of Vocational Education in serving economic development is infinitely expanded, will inevitably bring damage to the function of Vocational Education in serving personal development.



Figure 2. School enterprise cooperation

3.3. School Enterprise Cooperation and Integration of Industry and Education

"Industry education integration" is the deep integration of school enterprise cooperation, the advanced stage of school enterprise cooperation, and is based on the cooperation between schools and enterprises, through the connection between school education and teaching process and enterprise production process. It is a behavior or process integrating education and teaching, productive labor, quality training, skill improvement, scientific and technological research and development, enterprise management and social service. Its essence is to take docking industry development as the guide, strengthen practical education, break down barriers and differences, and carry out cooperative education on the basis of systematically cultivating technical skills. Production education integration is a two-way interaction and integration process between schools and enterprises. The interaction between schools and enterprises has changed from one-way spontaneous to two-way self-confidence. It has the characteristics of high integration and stability. The integrated thinking of industry and education emphasizes that schools and enterprises are the leaders of cooperation, and forms a development community. From this point of view, the reform of the school running mode of vocational education is not only an educational problem, but also an economic problem. If the reform of school running mode only pays attention to the superficial educational phenomenon and ignores the hidden economic and social background, it will be difficult to make substantive progress.

For the reform of school running mode, it is important to reconstruct the relationship between schools and enterprises, but it is more important to make overall planning and systematic arrangements for the relevant systems involving industrial and educational development. Of course, the national level has seen the importance of this issue, and promulgated the opinions of the general office of the State Council on deepening the integration of industry and education at the end of 2017. The opinion points out that "deepen the integration of industry and

education, promote the organic connection of education chain, talent chain, industry chain and innovation chain", and raise the integration of industry and education to the level of the overall institutional arrangement of national education reform and human resources development. The implementation plan of national vocational education reform in 2019 emphasizes "promoting the integration of industry and education and the dual education of schools and enterprises". It is an urgent requirement to promote the structural reform of human resources supply side at present. It is of great significance to comprehensively improve the quality of education, expand employment and Entrepreneurship, promote economic transformation and upgrading, and cultivate new drivers of economic development under the new situation.

4. Collaborative Education Mode under the Integration of Production and Education

In the Vocational Education Law of the people's Republic of China, many suggestions are made for the form of integration of industry and education. For example, enterprises can use capital, technology, knowledge, facilities, equipment, venues, management and other factors to establish or jointly establish vocational schools and vocational training institutions. Enterprises that have deeply participated in the integration of industry and education, school enterprise cooperation, and played an important role in improving the quality of technical and skilled personnel training and promoting employment will be rewarded according to regulations; For those enterprises that meet the conditions and are identified as industry education integrated enterprises, financial, financial and land support shall be given according to the provisions, and education surcharges, local education surcharges and other tax preferences shall be implemented. The state promotes the apprenticeship system with Chinese characteristics, guides enterprises to set up apprenticeship posts in accordance with a certain proportion of the total number of posts, encourages and supports enterprises with the ability to train technical and skilled personnel, especially enterprises integrating production and education, to cooperate with vocational schools and vocational training institutions, to provide apprenticeship training for newly recruited workers, on-the-job workers and transferred workers, or to jointly recruit students with vocational schools to train apprentices in the way of combining work and learning. Relevant enterprises may enjoy subsidies according to regulations.

If higher vocational colleges want to train compound talents, the inevitable choice is to let multiple subjects intervene and carry out collaborative training. In this process, attention should be paid to exploring the common governance mechanism of multiple subjects, so as to establish a more stable cooperative training mechanism. Once multiple subjects get involved, then all subjects have common interests, which can promote all subjects to cooperate more effectively for this interest. In the process of strengthening the collaborative education mechanism between Higher Vocational Colleges and enterprises, we should break through the limitations of the previous low-level and small-scale collaborative education mechanism and explore a more comprehensive and three-dimensional model. The collaborative education mechanism established by taking the whole industrial chain process as the guide will be more suitable for the integration of production and education. For example, higher vocational colleges and local industry leading enterprises can cooperate to educate people and establish vocational education groups. This kind of vocational education group can be understood from three aspects. First, let higher vocational colleges and enterprises join hands to integrate the cooperative training system from the enrollment stage, so as to promote the integration of the enrollment of Higher Vocational Colleges and the recruitment of the enterprise. Second, in the process of strengthening cooperation, we also need to pay attention to quality, which can establish a more practical quality monitoring system in the process of cooperative education

between the two sides. In view of this system, higher vocational colleges and enterprises can send personnel to set up quality monitoring teams, so that the quality of education can be guaranteed. Third, under the premise of collaborative education, pay attention to the reform of teaching management system and education mode, and effectively deal with the reform of education links. With the help of enterprises, schools can establish an education model that meets the needs of Higher Vocational Colleges and enterprises. After such gradual promotion, this collaborative training mechanism can be built into a carrier with industry characteristics for industry education integration. Enterprises and higher vocational colleges help each other, making this mechanism more stable, and implementing the goal of win-win between schools and enterprises in the process of achieving industry education integration.

5. Conclusion

China's vocational education still has a long way to go. It needs the cooperation of the government, enterprises, schools and other multiple subjects to find a way to integrate production and education of vocational education with Chinese characteristics.

Acknowledgments

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