Research on the Reform of Application-oriented Talents Training in Colleges and Universities under the Background of Industry-education Integration

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Abstract. With the continuous development of China's social economy, while increasing the demand for professional talents, the society puts forward higher requirements and standards for the cultivation of professional talents in colleges and universities. The traditional teaching mode focusing on the cultivation of students' theoretical knowledge has shown obvious limitations, failing to cultivate students' practical ability and professional ability, and failing to meet the needs of current development. Therefore, this research first expounds the temptation and confusion of deepening the cultivation of production-education integration talents in colleges and universities, and then reveals various limitations faced by colleges and universities in industry-education integration, and puts forward corresponding countermeasures based on this.

Introduction

The development of social economy is inseparable from the development of higher education, and the cultivation of application-oriented talents is inseparable from the development of higher education, industry-education integration is an important channel for the cultivation of application-oriented talents, strengthening industry-education integration is conducive to cultivating the practical ability, practical ability and problem-solving ability of college students. It is necessary for us to change the educational concept, update the practical training program, and explore the training mode of application-oriented talents and talents suitable for social and economic development on the basis of following the law of educational development.

The Temptation and Bewilderment of Deepening the Cultivation of Industry-education Integration Talents in Colleges and Universities

Drawing closer the relationship between education and industry is both a temptation and a bewilderment. Education and industry are two interconnected and mutually reinforcing systems, the combination of the two can produce huge economic and social benefits, which is a temptation for any organization or individual that wants to improve human welfare. From the founding of New China, the combination of education and labor has been established as the guiding ideology of closing the relationship between education and industry, and has been included in the educational policy of our country. By the 1990s, the combination of industry and education, school-enterprise cooperation and education industrialization once became the controversial guiding strategy to eliminate the gap between education and Industry under the background of market economic reform. Then, since the 21st century, the optimization and upgrading of industrial structure has become the subject of scientific development of the national economy, deepening industry-education integration—including the integration of education and industry at the macro level and the integration of teaching and production activities at the micro level, upgrading to the core objective, key approach and important content of local general undergraduate colleges and universities transforming to application-oriented colleges and universities. Especially in recent years, the government has launched ‘the 13th Five-Year Plan’ Project for Industry-education Integration
Development Engineering Planning” and “Data China ‘100 Schools Project’ Industry-education Integration Innovation Project”. For a time, the call and reform of industry-education integration in application-oriented colleges and universities show the trend of blooming everywhere. However, the relationship between education and industry has been puzzled, today's application-oriented colleges and universities want to break the magic spell of the relationship between education and industry by deepening the integration of industry and education, and then surpass the previous development dilemma., its prospect is not optimistic. It is difficult to break the hierarchical structure within the higher education system and the corresponding interaction between the higher education system and its external system.

Problems Existing in the Cultivation of Integrative Talents of Industry and Education in Chinese Universities

The task of training applied talents in China is mainly undertaken by applied universities. There are three main problems in the cultivation of Applied Talents in China. At the national level, the lack of legal provisions and security policies or mere formality did not play its due role. At the school level, the development orientation of applied universities is ambiguous. In addition, textbooks, curricula and so on are not compatible with the development and transformation of industrial structure. At the level of teachers and students, teachers' knowledge does not meet the requirements of industrial development, and students' awareness is not in place.

Lack of National Legal Provisions and Guarantee Policies

Before 2017, more emphasis was laid on the combination of part-time work and part-time study, work-study and industry-study-research. Now, the emphasis is on the integration of industry and education, which is more in-depth than before, and the emphasis is on the integration of industry and education. The state has continuously issued documents on the relationship between education and industry, but these documents are mostly staying at the macro level and principled provisions, and have not formed practical and specific rules, nor have they risen to the legal level, making these normative documents not play their due role, but become mere formalities.

The Depth of Integration of School Education Process and Industry and Education Needs to Be Improved

Firstly, the curriculum system cannot be connected with industrial development. The curriculum setting is the overall embodiment of the training objectives, so the curriculum offered by the school can also reflect the focus of the work of training talents. Then, there is a large part of the curriculum bias theory set up by colleges and universities, and there are few practical operation courses.

Secondly, the compilation of textbooks emphasizes the integrity of the system, and neglects practical application. Most of the textbooks compiled by some colleges and universities have profound theoretical basis, but they cannot be applied to actual production. Nowadays, there are many excellent textbooks all over the country, but most of them are compiled by professors of famous universities. Although the level of compilation is very high, it is difficult to effectively apply them to the training of applied talents, because applied talents mainly serve the local social economy and have regional particularities.

Thirdly, the discipline and specialty settings are large and comprehensive, and lack of application-oriented characteristics. Emphasis should be laid on the training of Applied Talents in Applied Undergraduate colleges, but some local applied undergraduate colleges and universities completely deviate from their direction of training applied talents and blindly pursue the big and complete, hoping to turn the university into a comprehensive university with complete disciplines and specialties and discard its characteristics. This will only lead to homogeneity of colleges and universities, low quality of personnel training, no time to take into account the development of students' practical ability, innovative ability, comprehensive quality and other qualities.

Fourthly, teachers' teaching methods are outdated and unattractive. Some colleges and universities have outdated teaching methods, only learning book knowledge in theoretical classes,
and excluding important practical teaching links. The main teaching method is cramming, so that the interaction between teachers and students is very poor. Some teachers aim at accomplishing teaching tasks, do not care whether students listen carefully or not, and cannot form a classroom atmosphere dominated by teachers and students as the main body. Such phenomena will greatly reduce the quality of the classroom and deviate from the training goal of applied talents.

Countermeasure of Training Mode of Applied Talents in Colleges and Universities under the Background of Industry-education Integration

To promote the cultivation of applied talents by the mode of integration of industry and education requires the cooperation of the state, enterprises and schools, and the tripartite joint efforts to improve the depth of integration of industry and education, so as to achieve the goal of improving the quality of training applied talents.

The State Should Perfect Laws and Regulations and Improve Legal System

As a systematic project, the integration of industry and education and the cooperation between schools and enterprises need the cooperation of relevant departments, and the power should be clearly demarcated, so that there can be no cross-cutting or power-responsibility chatter. This requires the legislature to set up relevant legislative departments and formulate relevant bills and regulations to clarify the powers and responsibilities of various departments. There should be a third party to define the rights and obligations among schools, society and enterprises. In addition, the Ministry of Personnel, the Ministry of Education, the Ministry of Finance and other departments should be in place to ensure the policy. Only when these rigid requirements are met, can we strengthen the depth and breadth of school-enterprise cooperation and stability.

School Adjustment of Training Model and Deep Docking with Industry

First of all, the focus of curriculum reform should be on the production line, with the cultivation of practical ability as the core, and increase the proportion of practical teaching. The reform of school curriculum should be closely combined with local production practice, highlight local characteristics, properly develop school-based textbooks, enhance students' sensory awareness of local real industries and have an overall grasp.

Secondly, teachers should respect students' ideas and give them space to think independently. We should adjust the teaching style, pay attention to the development of students' discussion, discovery and innovative thinking, and encourage students to discover and create. At the same time, there should be practical teachers in enterprises to help students digest theoretical knowledge, strengthen students' knowledge learned in the classroom, deepen students' understanding of theoretical knowledge, and apply theoretical knowledge to the production practice of enterprises.

Finally, the establishment of a diversified assessment system is not only about students' written performance. Assessment and evaluation should focus on examining students' practical operation ability, supplemented by paper knowledge. The main body of assessment should not only focus on schools, but also consider the joint participation of enterprises, schools and trade associations. Schools are responsible for the examination of basic and theoretical knowledge, enterprises are responsible for the assessment of professional skills and comprehensive qualities, and trade associations are mainly responsible for the assessment of professional standards and the quality of personnel training. Only by the joint participation of the three parties, can the cultivation of high-quality applied talents be ensured.

Strengthen the Construction of Integrative Teachers of Industry and Education

Teachers play a decisive role in the training process of applied talents. We should pay attention to teachers' comprehensive quality and professional teaching level. First of all, let the teachers realize the importance of a well-educated team of teachers of integration of industry and education with good political literacy in the process of training applied talents, clarify their responsibilities, and actively do a good job in all aspects. In addition, excellent teachers can be organized to
communicate with enterprises, study abroad for further study and go out for visits, so that teachers can study deeply from both theoretical and practical aspects, grasp business theory and real-time dynamics in time, and then improve their teaching level. Secondly, colleges and universities should establish perfect recruitment channels for talents, improve the threshold of teachers’ entry, and follow the principle of selecting the best teachers in the process of recruitment, choose the selection of highly educated, skilled and experienced staff, enable the training of Applied Talents in Colleges and universities in China to have a qualitative leap.

The cultivation of applied talents is the trend of the times. Applied talents are urgently needed in the construction of our country, as well as in the great rejuvenation of the Chinese nation and the dream of China. The integration of production and education is the key way to cultivate applied talents and the necessary means to improve the quality of training applied talents. Nowadays, the development of the integration of industry and education in China is not deep enough. It mainly stays at the macro-policy level. Some colleges and universities still cooperate with enterprises in a geographical sense. They have not participated in the daily operation of enterprises and cannot provide students with the opportunity to experience. In the future, there is still a long way to go for the integration of industry and education. The state should strengthen the protection of legal policies. The rights and responsibilities of enterprises, trade associations and schools should be clearly defined to protect the effective interests of all parties and stimulate the motive force for integration of industry and education.

References


