

Research on the Characteristic Training Mode of Applied Talents with Industry and Education Integration and Collaborative Education

-- Take Liaoning University of Media and Communication as an Example

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Abstract. This paper takes the current social background of China as the starting point, and conducts in-depth research and discussion on the characteristic training mode of applied talents of industry-education integration and collaborative education. This paper advocates to improve the quality of application-oriented talents training by deepening school-enterprise cooperation, optimizing educational content and improving educational methods.

Keywords: Integration of Industry and Education; Collaborative Education; Applied Talents Training.

1. Introduction

With the development of China's economy and society, the demand for applied talents is increasing, and the traditional education model is unable to cope with this challenge. In this context, the characteristic cultivation mode of applied talents of integrating industry and education and collaborative education emerges. The main research direction and content of this paper is to carry out the employment-oriented talent training mode, which is to improve the employment rate and employment quality of graduates as the goal, take the quality of talents needed by the market as the starting point and destination, and establish a teaching system adapted to the social employment value orientation. The key is to cultivate students' "professional competence", combine school learning with enterprise post learning, pay attention to "work experience", and achieve zero distance from "from school to career".

2. Social Background and Influencing Factors

The new situation of China's current economic and social development has put forward new requirements and challenges to higher education. Firstly, the transformation and upgrading of economic structure increases the demand for applied talents; secondly, the rapid development of information technology puts forward new requirements for educational content and methods; finally, the social expectation for educational equity and efficiency is also increasing. These factors jointly promote the development of the characteristic cultivation mode of applied talents with the integration of industry and education and collaborative education. While some application-oriented universities are in full swing to carry out the integration of industry and education, there are some phenomena such as low participation of enterprises and "formation and incompatibility" between schools and enterprises. Through data review and interview, the practical dilemma of the integration of industry and education and collaborative education in many colleges and universities is summarized. There are also some problems in the practice of the characteristic training mode of applied talents integrating industry and education and collaborative education. Including: first, the depth and breadth of school-enterprise cooperation is insufficient, the enthusiasm of enterprises to participate in talent training is not high; second, there is still a certain disconnection between educational content and actual demand, and the innovation of educational methods is insufficient; third, the relevant policy support and system construction are not perfect.

2.1. Lack of Motivation for Enterprise Participation.

At present, the integration of industry and education has always been "hot schools and cold enterprises", and enterprises lack the motivation to participate in talent training. The reason is that, on the other hand, the enthusiasm of enterprises to participate in the training is not high, and the training cycle of higher vocational students is too long, which cannot solve the problem of employment shortage of enterprises as soon as possible, resulting in the lack of internal driving force for enterprise participation.

2.2. Lack of Coordination Mechanism of Industry and Education Integration.

At present, the integration of industry and education in higher vocational colleges lacks targeted policies and measures to guide it. Although the state has macro policy support, it lacks specific targeted measures to promote it. The integration of industry and education requires the coordination of government, industry, enterprises and schools, rather than the school fighting alone.

2.3. The School's Own Internal Work is not Strong.

The talent demand of enterprises has a great influence on the talent training program, curriculum system, evaluation system and so on. However, the professional Settings of many higher vocational colleges are separated from the industry. When revising the talent training program, there is no in-depth research on enterprises. The setting and construction of talent training objectives and curriculum system cannot meet the job needs of enterprises, and the teaching process can not completely simulate the production process of enterprises. In addition, many teachers in higher vocational colleges directly enter schools to teach after graduation, and lack practical experience in enterprises. Some teachers only pay attention to the transmission of knowledge, and ignore the cultivation of students' professional spirit and professional quality.

3. Solution

First, adjust the professional Settings according to the development needs of the industry, strengthen the construction of professional practice base, build a practical teaching platform together with enterprises, introduce projects into teaching, and realize the project of curriculum.

Second, reform the existing talent training mode, and comprehensively promote the application-oriented talent training mode of "integration of industry and education and collaborative education". To make full use of the advantages of schools and employers in teaching resources and environment is a new education mode that rationally integrates the traditional education based on theoretical knowledge and the production activities that directly gain experience and ability from practice. Practice promotes the reform and development of professional teaching. Moral education, production practice and scientific research should be taken as the basic framework of the buying practice teaching system, the principle of both theoretical education and practical training should be implemented, theoretical teaching and practical teaching should be closely combined, mutual penetration and coordinated development, so as to promote the overall improvement of teaching quality, and at the same time according to the professional nature and different learning stages. According to the social needs, the application-oriented talent training mode of integrating industry and education and collaborative education should be implemented in a planned and hierarchical way.

Third, open various types of practical elective courses, with these courses as the combination of theory and practice, to cultivate students' practical ability to solve problems.

Fourth, strengthen the construction of double-teacher and dual-capable teachers. Applied colleges and universities in the shortage of teachers structure and construction, some qualifications higher teachers knowledge structure aging, for the application of modern multimedia teaching technology and the latest research dynamics and results are not comprehensive, young teachers, although the knowledge structure is novel, can apply technology teaching technology, but lack of teaching

experience. In addition, the enterprise expert teachers hired from outside have rich practical experience, but lack of theoretical knowledge. Therefore, the training of "double teacher and double ability" teachers is the key.

The characteristic cultivation mode of applied talents integrating industry and education and collaborative education is a kind of talent cultivation mode oriented by solving practical problems, with school-enterprise cooperation as the carrier and applied skills as the focus. It advocates deepening the sharing of educational resources and the improvement of the quality and efficiency of talent training. In this mode, the educational content will be more close to the reality, and the educational method will be more flexible and effective.

4. Suggestions during the Implementation Process

In view of the above problems, this paper proposes the following suggestions and policy recommendations: first, to further deepen school-enterprise cooperation, realize the comprehensive sharing of educational resources, and improve the enthusiasm of enterprises to participate in the talent training; second, to optimize the education content, strengthen the education of applied skills, and improve the pertinence of education; third, to innovate the education methods, introduce more practical elements, improve the effectiveness of education; finally, to improve the relevant policy support and system construction, so as to guarantee the implementation of the applied talent training mode of industry-education integration and collaborative education. The main implementation contents are as follows:

4.1. Application-oriented Talent Training Needs to Connect with Industrial Development and Build a Professional Optimization Mechanism for Dynamic Adjustment.

First, in terms of specialty setting, we should fully listen to the suggestions of the professional steering committee composed of enterprise representatives and industry representatives, fully investigate the job demand and employment demand, connect with the industrial upgrading and development, and constantly adjust and optimize the specialty setting. We should pay attention to the employment rate of students, for the majors with the market demand, build a high-level professional group, connect with the regional industrial technology field, integrate high-quality teaching resources and teachers, and promote the improvement of the overall professional construction level with the construction of high-level professional group.

Second, connect with the enterprise professional standards and reconstruct the curriculum system of "post class competition certificate". According to the typical work tasks of enterprises, the teaching content of the traditional subject system is reconstructed into project-based teaching content, and the professional theory courses are set according to the cognitive law from easy to difficult; and the professional practice courses are set according to the professional standard and job requirements of enterprises, so as to realize the organic integration of course content, job requirements, vocational skill competition and professional qualification certificate.

Third, docking enterprise expert standards, to create a professional and interconnected "double-teacher" teaching team. Cultivating high-quality technical and skilled personnel puts forward higher requirements for teachers' professional practice ability. Colleges and universities can adopt the way of specialized and interworking, establish a cooperation mechanism of sharing human resources with enterprises, connect the standards of enterprise experts, strengthen the construction of "double-qualified" teachers, and provide guarantee for the integration of industry and education. On the one hand, improve the employment system, employ high-level enterprise experts and technical personnel with both theoretical knowledge and practical experience as part-time teachers for the guidance and teaching of professional practice courses; on the other hand, improve the practical application ability of professional teachers as the professional practice training, tutorial training, provincial training, enterprise practice and enterprise rotation.

Fourth, docking enterprise evaluation standards, establish a diversified four-dimensional degree evaluation and assessment mechanism. Colleges and universities should connect with the employment standards of enterprises, establish a diversified four-dimensional assessment mechanism, and pay attention to the combination of process and result evaluation. The value examination mainly examines students' ideological and political quality, etc. The usual performance includes students' attendance, class discipline, group activity participation, etc., supplemented by individual learning performance graph, and the overall class performance change point chart for value-added evaluation, which is conducive to the all-round evaluation of students, stimulate students' growth power. In addition, the school can also invite enterprise experts to participate in the teaching evaluation, and make the evaluation results more comprehensive and objective through the assessment of the value goal, knowledge goal and ability goal.

4.2. Optimize the Curriculum Setting and Reform the Talent Training Methods

In terms of curriculum, there are general education courses and basic courses based on students' common development requirements and discipline development, professional orientation courses based on students' personality development needs and social development and market needs, physical quality, basic knowledge and ability courses, subject and interdisciplinary courses and cultural courses, and practical teaching links. On training mode, for general education courses and subject courses, the implementation of hierarchical teaching: namely most of the course according to the students' subject nature and personality differences can have hierarchical differences, such as "university mathematics" is different, set up specific course can only minimum requirements, college English according to the requirements of different disciplines can choose A, B, C level 3. After the school, students can choose disciplines, majors, major directions, courses and teachers under certain conditions. They can also arrange the learning process independently. Excellent students can take minor courses, double majors, double degrees, or even conduct special training.

4.3. Strengthen the Discipline Construction, Broaden the Professional Scope, and Optimize the Training Environment for Innovative Talents

Application-oriented undergraduate universities should actively adjust the direction of discipline construction, optimize the structure, highlight the key points, promote the characteristics, and broaden the orientation. The joint construction of disciplines is the core carrier for universities to gather talents, carry out scientific research and cultivate innovative talents.. To build a teacher innovation team led by famous teachers, and to cultivate students' innovative consciousness and innovative ability through the combination of in-class and after-class and theory and practice. At the same time of strengthening the discipline construction to broaden the professional caliber, its fundamental sign is to broaden the discipline foundation, build the platform curriculum system for the first and second level disciplines, on the basis of general education, " seek common ground, put aside minor differences, and establish the discipline foundation (professional foundation) system. The key to broaden the professional caliber is to strengthen the teaching of the subject foundation (professional foundation). In order to broaden the professional caliber, expand the scope of students' knowledge, enhance the adaptability, and encourage students to study the minor major while learning the major.

5. Conclusion

Under the new social and economic situation, the training mode of applied talents integrating industry and education is of great significance. Only by deepening school-enterprise cooperation, optimizing educational content, improving educational methods, and improving relevant policies and systems, can we truly realize the advantages of this model, and cultivate more high-quality applied talents for China's economic and social development.

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